ENGLISH LESSONS

From the Bible: Book of Mark

Book 1

written by Glenda Reece
in collaboration with Mildred Blankenship
illustrated by Laurie Allen Klein

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To the student:

*English Lessons from the Bible, Book of Mark,* utilizes for instructional purposes parts of the Gospel of Mark, one of the books of the Bible. The Bible is foundational in the teachings of the Christian faith. Christians believe the Bible is God’s direct message to all people.

There are numerous translations of the Bible. Memory Scriptures are from the *Good News Bible* and the King James Version translations. The Lord’s Prayer is also taken from the King James Version because this translation is used most often in worship services.


English Lessons From the Bible: Book of Mark

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To
my husband,
James Preston Reece,
for his constant encouragement,
support, love, and generosity.
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For more than 30 years, we who have tried to make Bible study a part of learning conversational English have prayed, improvised, tried various materials, and often struggled in frustration. Almost weekly, calls or letters have come to my desk from those seeking direction for sharing the Scriptures with their foreign-born neighbors.

In the early 1960s, an effort was made to meet this need. Wendell Belew of the Home Mission Board approached the American Bible Society about translating the Scriptures into a version that could be read by those with limited English and/or reading skills. The result was the Good News Bible. It has been used in English and reading classes across the Southern Baptist Convention. This met a need, but for non-English speakers there was a missing link. In September 1986, Leta Cornman, Gayle Leininger, Marty Wagnor, Jerry Chevallier, Glenda Reece, Bob and Rene Sugg, Lillian Isaacs, Kendale Moore, Ada Young, and I met in Orlando, Florida, to share ideas and brainstorm possibilities. Although Glenda and I had never shared ideas for English lessons using the Bible as a text, when she shared her outline, I felt she had been “looking over the shoulder of my mind.” What I had envisioned and what she had written were very similar.

The group felt Glenda should develop the lessons. They committed themselves to pray. This group, others who have prayed and envisioned the material through the years, and those who daily pray for the Literacy Missions Ministry have continued to bathe this project in prayer. They pray it might be a means for communicating the love of Christ through the teaching of English.

The Gospel of Mark was chosen because many have found it to be a good beginning for those coming from other world religions.

Before using this text with a student, the teacher needs workshop experience. A lesson for most students will take more than one session. Some students will need six or more sessions on one lesson. This is not a reading text. It is two workbooks designed to give practice in the four basic language skills—listening, speaking, reading, and writing—that lead to competency in English. While the content is based on the Gospel of Mark, the teacher has many opportunities to introduce practical and survival skills.

My personal appreciation goes to Glenda Reece for taking a year’s leave from teaching to write the two-volume text. Also Lillian Isaacs and Leta Cornman have been helpful in field testing and refining the material.
A special word of gratitude goes to my former supervisors at the Home Mission Board: Gerald Palmer, vice president, HMB, Missions; Wendell Belew, associate vice president; Paul Adkins, director, Missions Ministries Division; and Beverly Hammack, director, Church and Community Ministries Department. Without their approval, encouragement, and support, the books would not have become a reality. To Dionnie Ruiz, who spent countless hours at the word processor, and to Tracy Cummins, who stepped in to make corrections and continue the process, thank you for your patience.

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Church and Community Ministries Department
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ACKNOWLEDGEMENTS

Words are inadequate to express my thanks to the many people who helped in the process of making this book a reality. First, no husband could be a better yokefellow than Preston Reece. Daily prompting, patiently tutoring me on the computer, and multiple hours of technical assistance helped move me from the pencil and pen to the keyboard and printer. Without his help, it would not have been possible for me to write this book.

When it appeared I would be unable to meet my deadline, I told my brother Ernest and his wife Marlene of my difficulties. If there were to be a second dedication, it would be to Charles Ernest Williams Jr. He voluntarily spent countless hours typing and keeping in order the massive amounts of handwritten pages I gave him. Thank you Ernest and Marty for your love, intelligent questioning, hard work, and time.

To my son John, thank you for the encouragement, proofreading and other help you gave. Thanks to my sister, Virginia Louise Boren, for suggestions in the introduction. To my brother, Carl Williams, and my mother and stepfather, Carrie and Lloyd Griffiths, thanks for prayers and encouragement.

Next, appreciation goes to my prayer partners all over the United States. Thanks to Lillian Isaacs for praying me through the spiritual warfare and for helping choose the memory verses; to Leta Cornman for daily intercession, and to Mildred Blankenship, whose mind works so much like mine that we knew God was in charge. A special remembrance to my Sunday School class at Forrest Hills Baptist Church in Raleigh, N.C., for their support. To Betty Neal, Betty Tyner, Lyla Kloos, Barbara Martin, and Mary Jo Plemons, my Tuesday afternoon prayer group, for their walk with me through the ups and downs of this book. A special remembrance to Davis E. Froebel, our International Minister, for his suggestions. Many people helped so I could write unhindered, including Etta Massenburg.

To countless literacy missions volunteers, especially Judge and Rene Sugg, Gayle Leininger, Phyllis Britt, Edith Clark, W.O. Hern, Fred and Judy McClure, I say a heartfelt thanks.

Gratitude to Ada Young for her 17 years of mentoring, loving, counseling, and encouraging me. Thank you for showing me the road God would have me travel.

And to my God, thank You for knowing my name.

Glenda Reece
Introduction
The purpose of this book is to teach the Bible while teaching English to students who are learning English as a second language. Most second language textbooks use planned dialogues and stories to teach points of grammar and oral skills. This text uses Bible stories to teach English, while presenting the great truths concerning Jesus Christ. If a student is a beginner, English can be learned from the biblical passages. If the individual has studied written English formally—in a school system or another setting—but does not speak the language, he will gain confidence and begin speaking English as a result of these lessons. Because the Bible offers much to discuss and learn, the student can absorb the truths of the Scriptures while he or she masters a new language.

Makeup of the Class
Volunteer and professional teachers generally agree that a language class seldom has students who are all on the same level. The teacher’s problem is how to reach each student. The quick learner needs challenge. The average student craves encouragement. The slower individual must progress without bogging down the others. A good rule of thumb is to teach to the middle of the class. Resist the temptation to gear the class for the slow learner. Actively help the slower individual to participate in class activities without altering the pace suggested by the materials. Since each student learns at a different pace, often the most effective method is when the students help one another to learn.

Methods of Teaching
This book offers a combination of teaching methods. Foreign language learning does not occur instantly; rather, the student grows step by step. Therefore, new vocabulary and grammar skills will be systematically introduced to build upon what the student has learned in previous lessons.

Repetition and drill are an integral part of a language class. The natural way to learn a language is to hear, speak, read, and, finally, write it. Students must first be taught to hear sounds that are unique to English before they can speak English words. If the student does not already know a sound in a word, he cannot and will not hear it. He cannot reproduce or remember what he cannot identify.

The teacher must drill a sound or word from 50 to 100 times for the student to be able to reproduce the sounds. The native speaker frequently gets bored with the drill long before the student actually distinguishes the new sound. However, it is important to develop natural drill techniques that will have the students repeat the sounds more than three or
four times. For example, if the sound is the final consonant of John, have the students pay close attention as you hold up your hand and count off on your fingers as you say the word five times. Let the student say it five times. Continue this procedure until you feel the final consonant is being heard and reproduced correctly.

Taking the time to be sure the student hears the sounds ensures more accurate reproduction.

Repetition and drill are basic methods of teaching. They are found throughout the text. Flexibility and sensitivity to the needs of the students are also important. Do not be tied to the examples and exercises in the lessons. If students require more drill, make up exercises that will assist the students in mastering the material. Adjust the parts of the lessons to meet the needs of your students.

**The Lipson Method**
The text is designed for the student to learn to speak English as quickly as possible. However, this may present a dilemma because it may require a great amount of class time breaking through students’ fears of saying things incorrectly. Many teachers are more secure assigning written exercises that students can memorize or complete. These exercises are valid and foundational parts of language learning, but they contribute to the reading and writing part of English without emphasizing the hearing and speaking part. Often students have had years of English grammar, but they cannot speak. The conversational teaching method, developed by Alexander Lipson at Harvard University, uses pictures and symbols to help students generate original sentences in non-native languages. (See: Alexander Lipson, “Some New Strategies for Teaching Oral Skills,” in *Toward a Cognitive Approach to Second Language Acquisition*, edited by Robert C. Lugton, Philadelphia:Center for Curriculum Development, 1971.) The Lipson Method takes longer to teach, but it ensures that the student will be able to converse. The purpose of the language class is to encourage the student to communicate in the English language.

Students must learn to speak in situations that are new to them. Aside from the stock phrases—such as, “Hello, how are you?” and “My name is”—most sentences will be ones they have never practiced in class. Choose specific situations that are important to the learners so that they will be motivated to learn the new sentences.

In the Lipson Method, the focus of the language class is to enable the students to generate their own sentences. The goal is for students to communicate information that is specific to a situation—rather than rote phrases. Class time is well spent with the students creating new sentences.
Lipson gives the example of a “basketball coach who teaches his players to shoot baskets only from a few given positions on a court, and only while standing—never while moving. That skill will almost never apply in a real basketball game.” Better training, according to Lipson, comes under “conditions comparable to actual play.” The same holds true for language. A student needs to learn to produce sentences to meet real life needs.

First, this method teaches core sentences to the class through choral repetition. It uses simulations, role-playing, and pictures so that the students can begin to understand meanings.

Second, the remainder of the class work enables the student to generate his or her own sentences with the materials, structures, and vocabulary used in the Scripture and in the core sentences.

In this text, the Lipson Method applies to the content material of the Gospel of Mark. Jesus and the disciples are the principal characters and their stories are the situations presented for discussion. One Scripture passage is used in each unit and is divided into three lessons. The sequence of the Bible story remains intact; however, the same story is told using a variety of sentences and phrases. It is necessary for the student to focus on the story itself rather than on his or her fear of making a mistake.

The teaching sequence of the Lipson Method has five major sections. Usually, no single hour lesson can incorporate all these steps if the student is a beginner or an intermediate. However, in this text each unit is divided into three lessons which complete all five steps.

**The Teaching Procedure**

1. Comprehension
2. Repetition
3. Grammar and Drill (Practice and Use)
4. Sequence
5. Adaptation

**Comprehension** of the material is essential in the Lipson Method. Often it is helpful to translate the Bible story into the student’s native language. In case no translation in the student’s language is available, draw pictures or act out the story to be sure that the student comprehends what is occurring. Total comprehension of each word is not possible on the beginner level, but a general understanding of the story is possible.

Repetition should be used in every way possible throughout the teaching procedure. No student can learn a second language without extensive repetition in every area, including single sounds, alphabet practice, words, phrases and sentences. Read the Scripture and have students repeat it, even though they may not understand it at first. This helps establish the flow and rhythm of the language and exercises muscles that have never been used before. Read the core sentences, which are very short, simplified statements that tell
the story. Then use a variety of sentences to tell the story again. Have the student repeat them as you point to the pictures. Connect the pictures to the vocabulary by pointing to the pictures as you say the words and phrases. Have other students point and repeat the sentences. Showing a picture and saying a word frequently will give the student immediate understanding. The native speaker often gets tired of repetition before the student has even begun the road toward mastery. Be wary of speeding along and assuming the student understands.

**Grammar and drill** is an important step in language learning. Here, the basic drills are used to reinforce understanding of the Scripture and to practice grammar. Drills also help students to understand words from the story and use them in their own sentences. For example, when “Jesus prayed to God” is used in a drill that substitutes the names of the disciples and the name of the teacher, eventually the student saying, “I prayed to God,” will come quite naturally. Also, using Biblical content for grammar lessons ensures the fulfillment of the two-fold purpose of this book. The simplified grammar builds from an elementary level into the intermediate spectrum of language learning, but mastery is not expected immediately. Practice and use allows mastery of the language to be a building process.

**Sequence** is also a vital step for the student to become proficient in English. When the student can sequence the story in his own words, he has satisfactorily completed the book-learning phase of the lesson. At first, encourage the student to say only one or two sentences to tell the story in English. At this point, it is good to use the best students in the class and let others listen and learn until it is their turn. When the slowest student has heard all the other speakers make mistakes, he or she will be more willing to try. The student will also have much more time to think out his or her response before it is his or her turn to sequence the story. Sequencing is also important because it helps the student establish an orderly chain of events. That, in itself is a major accomplishment.

**Adaptation** is the final part of the Lipson Method. It comes after a great deal of practice using the vocabulary, core sentences, grammar exercises, and dialogues. Adaptation relates the language and situation of the story to the life of the student. It offers opportunities for the students to talk about themselves, their needs, and their experiences. By using the words in English to talk about his or her own vital interests, the English language becomes vital and alive—personally useful to the student. The Bible passages help with the adaptation because applying the truths of the Bible to our lives comes quite naturally.

In the Repetition section, pronunciation is part of the goal and is to be worked on specifically and carefully. However, in the Sequence and Adaptation sections, encourage the students who are struggling to use the English language. Unless the student is incomprehensible, do not interrupt them because over-correction may intimidate or discourage the student. The Repetition, Practice, and Use steps are the perfect drill and
correction areas. In the text, this section is called Grammar and Drill. It provides the place for practice by the student and monitoring by the teacher. Do not interrupt or quench the flow of speech in the Sequence and Adaptation sections, except to help the student with a missing word or to encourage him.

In using the Lipson Method, the need for pictures emerges quickly and naturally. Point to the pictures and connect them to the vocabulary. Use the chalkboard if your classroom has one. Draw your own pictures and add to what is in the textbook. Be sure the student learns to ask and to answer the questions. That helps with the comprehension of the story—both in the actual plot movement and in the deeper levels of meaning the Bible offers. Many students from other countries are accustomed to memorizing, so have them memorize the grammar patterns and vocabulary. However, do not encourage them to memorize the story. They need to be able to generate original sentences and tell it in their own words. Do not get concerned if the students skip around with verb tenses and other grammar points used in the Bible story, but not yet taught in the Grammar and Drill section.

**Vocabulary Expansion**

A student cannot speak English if he does not have sufficient vocabulary. As the student progresses, the vocabulary will become somewhat easier. However, generally ten words or fewer is more than enough at one time.

The Lipson Method allows more flexibility with vocabulary and grammar. All the exercises are designed to help the student practice with the vocabulary until it is learned, and opposites are introduced as soon as possible to provide memory hooks for new vocabulary. If necessary, lessons may be planned to proceed more slowly, but with variety so the quick student remains challenged.

Conjunctions, prepositions, and some adverbs are the most difficult for the second language student to learn. These are referred to in the text as buzz words. However, the Lipson Method soon helps him feel comfortable in combining sentences to generate new ideas. Exercises are provided for the student to combine short sentences and to give longer answers. In this way, the student feels more confident in generating his own sentences.

Using general, and not specific, English words, most English as a Second Language (ESL) textbooks limit beginner level vocabulary to about 500 words, the intermediate to 1,500 words, and the advanced to 3,000 words. Even though there are many precise words that mean *look*—such as *glance, peek, and gaze*—they are avoided in other texts whose authors believe it is too much to expect an ESL student to learn so many words at one time. Yet, in conversation, the native English speaker uses the precise words more frequently than the general words. A person might talk about “the giggling girls.” The second language learner will most probably know *laugh*, but not the precise meaning of *giggle*. Unlike other texts, vocabulary expansion begins early to teach the precise words heard frequently in everyday conversations.
INTRODUCTION

In addition to vocabulary expansion exercises, related words are introduced to help the student see how the same word can be used as an adjective, noun, verb, and adverb simply by changing the spelling and the sentence structure. For example, when students learn the verb to *sleep*, it is logical to show them the adjective *asleep*, the noun *sleep*, and the adverb *sleepily*. Suddenly, the student has a larger vocabulary because of the addition of the related words used in the other positions in the sentence.

Format of the Text

The two-volume text includes 16 units and 48 lessons. At the end of each unit are grammar rules and exercises, vocabulary, related words, and vocabulary expansion, if applicable in a practice lesson. Each unit contains three lessons, except for unit seven in Book 2, where each lesson is a complete unit. Each unit has one major Scripture passage. Within the three-lesson unit, the Scripture may be repeated or several verses may be added.

The Lipson symbols follow the same pattern—they are always placed in the first lesson of the unit, but may be repeated, or additions may be made to them, in the following two lessons of the unit. Core sentences are written from the Scripture passage and, later in the book, from the dialogues. The core sentences are purposely kept simple so the student will generate complex sentences from them.

For a student to be able to use the English language, he must know the meaning of the words. The teacher should watch for the student who can read aloud and pronounce the words in the paragraph, but has no idea about the meaning of what he has read. The oral question-and-answer drills are essential for developing understanding, and the reading comprehension questions reinforce and build this important skill. The teacher can add thought-provoking questions when the student is ready to answer them in English.

Because of the overload of vocabulary in even the shortest passage, repetition, constant review, and use of the words are necessary. Definitions are given—even in the early lessons when the new student cannot understand them—as help for the teacher and the student. Noun definitions are given with fill-in-the-blank exercises to help the student use the words as soon as possible.

In the beginning lessons, *buzz words*—or prepositions, conjunctions, and other grammatical forms—are used. It is important for a student to learn the correct term for the grammatical parts of speech as he builds on his foundation of English. Pictures and the use of *memory hooks*, such as opposites, are used as much as possible to reinforce the vocabulary.

The teacher needs to encourage the student to read the Bible. A positive aspect of using the
Bible to teach English is that the student immediately puts the language into practice. Therefore, it is learned and remembered because it is needed. Dialogues have been used in language teaching for a long time. They serve several purposes in this text. Additional information can be conveyed by use of a dialogue and reading comprehension can be continually reinforced. Students can role-play with them as a starting point. Additional vocabulary can be given, and characters who play a minor role in the Scripture can become a central focus in the dialogue. Dialogues are not to be memorized because memorized conversations are rarely applicable to everyday life. If the student can only parrot a memorized passage, they cannot generate cohesive conversations. Students should write their own dialogues and use dialogues to make the Bible come alive.

Each lesson in the text introduces and teaches grammar from a beginner level to an intermediate level. This text attempts to combine the oral Lipson Method of teaching English with the step-by-step grammar teaching found in most texts. The native English speaker does not generally analyze his language into its rules and component parts—he just speaks the language. The second language learner does not have that luxury—he must learn step-by-step. Both the teacher’s manual and the student’s book explain the grammatical points, and many written exercises have been included in the text. These do not have to be written if the teacher will use them orally in class and then assign them to the student for homework. The more often a student repeats a grammatical structure, the easier it is to learn. Oral practice is a must in language learning.

Pronunciation is a vital part of language learning. Keep in mind, the necessity to model the three major components of good English pronunciation at all times: the single sound, stress and intonation, and voice quality. Correct speech in English includes all elements.

All the sounds of all the world’s languages fall within certain parameters. Yet no language uses all possible sounds, and each language has unique sounds within it. Stress and intonation also vary with each language of the world. A student of English may pronounce each separate sound correctly; yet, because of a wrong stress and intonation he or she may never be understood in English. He also may have good single sounds, good stress and intonation, yet apply the voice quality of his native language and be very frustrated because no one can understand him. Each drill, vocabulary word, question and answer is a pronunciation exercise, and every lesson has a short pronunciation section that covers only a single sound. Since this is not a pronunciation book, no exercises in stress and intonation or voice quality in long utterances are presented. Yet any book for a teacher is a pronunciation book, if English is modeled correctly.

The English language is a windy language, using the diaphragm and the lungs to displace air. Many other languages do not use the same muscles. A student of English will exercise muscles he or she has never used before. English is not a quiet language, but loud, low, and guttural. It is a particularly difficult language to speak for those whose mother
language uses the upper part of the lungs and minimal amounts of air. The shy or quiet student is unintelligible in English if he does not make sounds with the correct amount of air and force.

Stress and intonation often are spoken of as if they were the same thing. Stress can be thought of as the drumbeat of our language and intonation as the background music. Often they are the same in a sentence, but they do not have to be. While teaching stress and intonation, use the backward build-up drill. The foreign student seems better able to hear and reproduce the correct stress and intonation using a drill where the sentence is taught from the end to the beginning. In backward build-up, teach single syllables, work on consonant blends, and teach in phrases. Then teach the sentence in units, beginning from the back.

Another hint for the volunteer teacher is to work on initial consonant stress and initial vowel stress. Often, the second language learner seems afraid to stress the single beginning sound or the ending of a word. Both must be taught. If a word is more than two syllables, those from mono-syllabic cultures must be taught to pronounce the entire word. Simply hold up your hand and count the syllables on your fingers as you say each sound. Then have the students repeat as you count off the syllables.

Not a great deal is known about teaching voice quality to second language learners. We do know that English must sound like English, so the native speaker of English, the teacher, is the model. Because voice quality comes by imitation, tell the students they must sound like you. If you, the teacher, speak standard English for your region of the United States, you are a good model.

The tape recorder is always a good tool for the teacher and the student to use in teaching pronunciation. If possible, record your lessons and encourage the student to listen. Have the student make tapes of his English, listen together, talk about the sounds, and drill on the problem pronunciation areas. Using a tape recorder also assists the student in another problem area—listening. Because of the speed at which a native normally speaks, and the lack in vocabulary that the student needs to know, listening is a skill to be strived for consistently. In communication, 93 percent of what needs to be said is conveyed by body language, facial expressions, and gestures. Only 7 percent is conveyed by the spoken word. Therefore, as native speakers, we really only half listen when something is being said to us. For the second language learner, this reliance on body language is heightened. Our emotions and motivations are immediately read by students because they are conveyed by our body language. Students are reluctant to use the telephone because they must listen and respond without the help of facial expressions and gestures. Using the tape recorder helps the student learn to hear the language and to listen for the pronunciation and the message in English.

Writing is included in each lesson of the text. Students who share the Roman alphabet can
begin to copy English immediately. For the student who does not use the same alphabet, but was educated in his own country, the teacher can write letters on notebook paper and ask the student to copy them until he can do so easily. The text assumes the student has a sixth grade education in his own language—it is not designed as a beginning reading program for the illiterate. However, if the teacher is willing to break down the lessons, and go very slowly, an illiterate student can learn to read the Bible from this text.

Again, this text is not primarily a writing manual. Yet beginner-level and illiterate students, by copying and writing the exercises, can learn to write.

A notebook is helpful for students to write their exercises or copy the memory verses. Even the slowest student can learn to copy, and, gradually, to write. Spelling is improved if the student has to write the same words many times. Keeping a notebook and writing out the assignments helps the students to express ideas on paper. Writing and the correction of writing takes a lot of time for the student and the teacher. If the class has only three or four students, correct the students’ notebooks quickly at the beginning of each lesson. Otherwise, in-class correction is not a wise use of class time.

A memory verse is also a part of each lesson. Students from around the world often learn by repetition, so memorizing Scripture takes advantage of a skill some students already possess. The memory verse gives the lessons a focus and becomes a way of understanding more about the Bible. The teacher is encouraged to assign and talk about these verses.

Each three-lesson unit contains review exercises with grammatical rules and vocabulary. These can be presented orally in class and then practiced in notebooks as homework assignments.

The teacher should proceed at the students’ pace. One lesson may not be completed in one class time. The lessons have natural stopping places. Rather than going through the book on a schedule not conducive to learning, students need to feel comfortable in learning English.

Many of the Scripture passages in Mark are also found in other places in the Gospels. If the student is ready, have him read the same story in Matthew or Luke. The more a student reads Scripture, the more confident he will feel with his new language.
Unit 1, Lesson 1

I. This is the Good News about Jesus Christ, the Son of God.

Mark 1:1, GNB

Jesus
This is Jesus.
He is a teacher.

Simon
This is Simon.
Simon is a fisherman.

Andrew
This is Andrew.
Andrew is a fisherman.

They are fishermen.

This is Zebedee.
He is a fisherman.

Zebedee
James

John

This is James. This is John.
They are fishermen.

This is a teacher.

This is a student.

Simon and Andrew are brothers.
James and John are brothers.
Zebedee is the father of James and John.
UNIT 1, LESSON 1

A. Dialogue

JOHN: Hello, I'm John.

SIMON: It's nice to meet you, John. I'm Simon. This is Andrew.

JOHN: I am glad to meet you, Andrew. This is my brother, James.

ANDREW: Hello. I am Simon's brother.

JOHN: I'm glad to meet you. This is my father, Zebedee.

ZEBEDEE: I am happy to meet you.

TEACHER: Hello. I'm ______. I'm glad to meet you.

STUDENT A: Nice to meet you, ______. I'm ______.

STUDENT B: Hello, ______. I'm ______. Glad to meet you.

STUDENT C: Hello. I'm ______. Pleased to meet you.

B. Core Sentences

1. This is Jesus.
2. He is a teacher.
3. Simon is a fisherman.
4. Andrew and Simon are brothers.
5. This is Zebedee.
6. James and John are brothers.
7. Zebedee is the father of James and John.
8. Zebedee is not the father of Andrew and Simon.
9. They are fishermen.
10. James and Andrew are not brothers.
C. Reading Comprehension Questions
1. Jesus is a ____________.
2. Simon is a ____________.
3. Andrew and Simon are ____________.
4. Zebedee is a ____________.
5. Zebedee is the father of ____________.

II. VOCABULARY

<table>
<thead>
<tr>
<th>People</th>
<th>Nouns</th>
<th>Verbs</th>
<th>Demonstratives</th>
<th>Numbers</th>
<th>Pronouns</th>
<th>Negative</th>
<th>Question Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew James Jesus John Simon</td>
<td>brother father fisherman friend man, men plural singular son teacher</td>
<td>is, are to meet, met</td>
<td>that this</td>
<td>one 1. two 2.. three 3... four 4.... five 5.....</td>
<td>I we you you he they she they it they not</td>
<td>who</td>
<td></td>
</tr>
</tbody>
</table>

III. GRAMMAR AND DRILL

A. Definitions
1. **This** is used for people or objects close by.
2. **That** is used for people or objects at a distance.

B. Fill in the blank with the correct word (**this** or **that**).

1. _____ is John. 2. _____ is Simon. 3. _____ is Jesus. 4. _____ is Andrew.
C. **Definitions**

1. *Singular* is for one.
2. *Plural* is for many.

D. **Quick check—the alphabet**

   Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh  Ii  Jj  Kk  Ll  Mm  
   Nn  Oo  Pp  Qq  Rr  Ss  Tt  Uu  Vv  Ww  Xx  Yy  Zz

E. **Write the Bible character names.**

1. __________________________  4. __________________________
2. __________________________  5. __________________________
3. __________________________  6. __________________________

F. **Write your teacher’s name:** __________________________

G. **The negative not**

Zebedee is the father of James and John.
Zebedee is *not* the father of Andrew.
John is the son of Zebedee.
Simon is *not* the son of Zebedee.
James and John are brothers.
James and Simon are *not* brothers.
Andrew and Simon are brothers.
John and Andrew are *not* brothers.
H. Who is the question word that asks the identity of a person.

Zebedee  Simon  John  James  Andrew

Who’s this?  Who’s this?  Who’s this?  Who’s this?  Who’s this?
It’s ______.  It’s ______.  It’s ______.  It’s ______.  It’s ______.
This is _____.  This is ______.  This is ______.  This is ______.  This is ______.

Who’s that?
Who’s that?
Who’s that?

That’s __________.  That’s __________.  That’s __________.

I. Personal Pronouns

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<tr>
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<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>you</td>
<td>you</td>
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<tr>
<td>he</td>
<td>they</td>
</tr>
<tr>
<td>she</td>
<td>they</td>
</tr>
<tr>
<td>it</td>
<td>they</td>
</tr>
</tbody>
</table>

IV. PRONUNCIATION
Drill the names and words.

<table>
<thead>
<tr>
<th>One Syllable</th>
<th>Two Syllables</th>
<th>Three Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Andrew</td>
<td>Zebedee</td>
</tr>
<tr>
<td>James</td>
<td>Simon</td>
<td>alphabet</td>
</tr>
<tr>
<td>who</td>
<td>Jesus</td>
<td>character</td>
</tr>
<tr>
<td>son</td>
<td>teacher</td>
<td>singular</td>
</tr>
</tbody>
</table>
UNIT 1, LESSON 1

V. WRITING

A. In your notebook, write the sentences.
   1. Who is the father of James and John?
   2. Is Zebedee Andrew's father?
   3. Is Simon Zebedee's son?
   4. Who is John?
   5. Who is the brother of James?
   6. Who is not the brother of Simon?
   7. Who is the brother of Andrew?
   8. Who is not the brother of Andrew?

B. Write the name of your father:

C. If you have a brother, write his name:

VI. MEMORY VERSE

“This is the Good News about Jesus Christ, the Son of God.” Mark 1:1. GNB

VII. HOMEWORK

Write the answers in your notebook.

A. Read the paragraph.

Andrew meets Jesus. He is pleased. Simon and Andrew meet Zebedee. They are
glad to meet Zebedee. Zebedee is the father of James and John. James and John are
brothers.

B. Answer the following questions.

1. Who meets Jesus? ________________________________

2. Who is pleased? ________________________________

3. Who are happy to meet Zebedee? ________________________________

4. Who is the father of James and John? ________________________________

5. Who are brothers? ________________________________ and ________________________________
   are brothers.
C. Write each letter of the alphabet 6 times.


D. Fill in the blanks.

1. I am ______________________. 4. Simon is a ______________________.

2. My teacher is ______________________. 5. Jesus is my ______________________.

3. Jesus is a ______________________. 6. I am ______________________ to meet you.
UNIT 1, LESSON 1

E. Fill in the personal pronouns:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Make these sentences negative.

Example: This is the father of John. This is not the father of John.

1. This is the brother of James.

2. This is the son of Andrew.

3. This is the father of Simon.

4. That is a teacher.

5. That is a friend of James.

6. That is a fisherman.
I. As Jesus walked along the shore of Lake Galilee, he saw two fishermen, Simon and his brother Andrew, catching fish with a net. Jesus said to them, "Come with me, and I will teach you to catch men." At once they left their nets and went with him.

He went a little farther on and saw two other brothers, James and John, the sons of Zebedee. They were in their boat getting their nets ready. As soon as Jesus saw them, he called them; they left their father Zebedee in the boat with the hired men and went with Jesus.

Mark 1:16-20, GNB
A. Dialogue

SIMON: Who’s that?
ANDREW: That’s Jesus.
SIMON: Who is He?
ANDREW: He’s a teacher.
SIMON: He said, “Come with Me.” I will go with Him.
ANDREW: Yes, I will leave my boat and go with Jesus.

B. Core Sentences

1. Jesus walked along the lake.
2. Jesus saw men.
3. Jesus saw fishermen.
4. He saw Simon
5. He saw Andrew.
6. Andrew had a net.
7. Andrew caught a fish.
8. Simon and Andrew are brothers.
10. Jesus made friends.
11. He saw James and John.
12. James and John are brothers.
13. Zebedee was in the boat.
14. Zebedee is the father of James.
15. James and John went with Jesus.
16. Andrew and Simon went with Jesus.

II. VOCABULARY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Buzz Words</th>
<th>Question Words</th>
</tr>
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<tbody>
<tr>
<td>boat</td>
<td>to catch, caught</td>
<td>along</td>
<td>what</td>
</tr>
<tr>
<td>family</td>
<td>to come, came</td>
<td>and</td>
<td>who</td>
</tr>
<tr>
<td>fish</td>
<td>to go, went</td>
<td>in</td>
<td></td>
</tr>
<tr>
<td>lake</td>
<td>to have, had</td>
<td>not</td>
<td></td>
</tr>
<tr>
<td>man, men</td>
<td>to leave, left</td>
<td>to</td>
<td></td>
</tr>
<tr>
<td>name</td>
<td>to make, made</td>
<td>with</td>
<td></td>
</tr>
<tr>
<td>net</td>
<td>to say, said</td>
<td></td>
<td></td>
</tr>
<tr>
<td>people</td>
<td>to see, saw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shore</td>
<td>to talk, talked</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to walk, walked</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Place

Lake Galilee
A. Action Verbs

1. to catch, caught: to take and hold (something moving).
   a. Simon catches fish.
   b. John is catching fish now.
   c. Yesterday, the fisherman caught many fish.

2. to come, came: to move forward, approach.
   a. Jesus comes to see the fisherman.
   b. Simon is coming with many fish.
   c. The men come to Jesus.

3. to go, went: to move along.
   a. Andrew goes to see Jesus.
   b. Simon is going to the boat.
   c. James and John went with Jesus.

4. to have, had: to hold in one’s keeping or to hold in one’s hand.
   a. We have many fish in the nets.
   b. John is having fish for lunch.
   c. They had fish in their boats.

5. to leave, left: to go away.
   a. Andrew leaves his boat.
   b. The boat is leaving the shore now.
   c. John left his father.
6. **to make, made:** to put together, to bring into being.
   
a. Jesus *makes* many friends.
b. I *am making* friends now.
c. He *made* four fishermen happy yesterday.

7. **to say, said:** to speak.
   
a. We *say* many words in English class.
b. He *is saying* the vocabulary words.
c. Jesus *said*, “Follow Me.”

8. **to see, saw:** to look at.
   
a. We *see* fish in the net.
b. Now Andrew *is seeing* Jesus.
c. Jesus *saw* two fishermen yesterday.

9. **to talk, talked:** to speak.
   
a. I *talk* to my friends.
b. He *is talking* on the telephone.
c. Jesus *talked* to Andrew and John.

10. **to walk, walked:** to go on foot.
    a. Jesus *walks* along the shore.
b. I *am walking* home today.
c. The friends *walked* with Jesus.
B. Nouns

1. **boat**: a small open vessel for traveling on water.

2. **family**: mother, father and their children as a group; a group of related people.

3. **fish**: a living thing which lives in water.

4. **lake**: a body of water surrounded by land.

5. **men**: plural of man.

6. **name**: the word by which a person, animal, place, or thing is spoken of.

7. **net**: an open fabric made of string, cord, thread, or hair to leave small or large holes regularly arranged.

8. **people**: men, women, and children.

9. **shore**: land at the edge of the sea or lake, river, or other body of water.
UNIT 1, LESSON 2

Fill in the blank with nouns from the preceding list.

1. A fisherman catches ________________.

2. My ________________ is John. What’s your ________________?

3. The plural of man is ________________.

4. The boat was on the ________________.

5. Andrew catches fish in his ________________.

6. Jesus walked along the ________________ of the lake.

7. Zebedee, James, and John are a ________________.

8. The fishermen are ________________.

9. The fishermen are in a ________________ on the lake.

III. GRAMMAR AND DRILL

A. Make sentences using the model.

EXAMPLE:

______________ walked along the lake. (Jesus)
Jesus walked along the lake.

1. ________________ walked along the lake. (Andrew)

2. ________________ talked to the teacher. (Use all the names in the story, the
   teacher’s name, and the names of the students.)
B. Use the words in parentheses to complete the sentence.

EXAMPLE:
(Jesus) __________ saw the __________. (lake)
Jesus saw the lake.

1. (Andrew) __________ went to the __________. (net)
2. (Simon) __________ came to the __________. (man)
3. (Jesus) __________ saw the __________. (boat)
4. (John) __________ left the __________. (lake)
5. (James) __________ caught the __________. (fish)

C. Make positive and negative statements. Be sure they are true.

EXAMPLE:
John is not __________ father.
John is not Simon’s father.

1. Zebedee is __________ father.
2. James is __________ son.
3. Zebedee is not __________ father.
4. Andrew is not __________ brother.
5. Jesus is not __________ son.
6. Jesus is not __________ brother.
7. Andrew is __________ friend.
UNIT 1, LESSON 2

D. Answer the following **who** and **what** questions.

1. Who went with Jesus? ________________
2. Who was a fisherman? ________________
3. Who talked to Jesus? ________________
4. Who walked along the shore? ________________
5. What did James catch? ________________
6. What was in the boat? ________________
7. What was in the net? ________________

IV. PRONUNCIATION

A. Spell the names of the Bible characters aloud.

B. Spell the student names aloud.

C. Recite the English alphabet by calling each letter by name.

D. The sounds of English: b sound is /b/.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>about</td>
<td>rob</td>
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<td>bed</td>
<td>subject</td>
<td>robe</td>
</tr>
<tr>
<td>boat</td>
<td>label</td>
<td>grab</td>
</tr>
<tr>
<td>brother</td>
<td>bribe</td>
<td>cab</td>
</tr>
</tbody>
</table>

V. WRITING

In your notebook, write the core sentences in this lesson.
VI. MEMORY VERSE

“For with God nothing shall be impossible.”

Luke 1:37, KJV

VII. HOMEWORK

A. **Read the following paragraph.**

Andrew sees Jesus. He walks near the boat. Simon catches a fish. Jesus says, “Come with Me” to Simon and Andrew. Simon and Andrew leave their nets.

B. **Write the answers in your notebook.**

1. Who does Andrew see? ________________ Andrew sees Jesus.

2. Who walks near the boat? __________________

3. What does Simon catch? __________________

4. What does Jesus say? __________________

5. What do Simon and Andrew do? __________________

C. **Change the underlined nouns to personal pronouns.**

**EXAMPLE:**

Jesus saw them. __________ He saw them.

1. James and John are the sons of Zebedee. __________________

2. Andrew is a fisherman. __________________

3. John and I walk along the shore. __________________

4. Jesus said, “Andrew, come with Me.” __________________

5. What do Simon and Andrew do? __________________
UNIT 1, LESSON 2

D. Fill in the blank with who or what.

1. For people, use ________.
2. For things, use ________.

E. Verb practice. Fill in the chart.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>to catch</td>
<td>I catch</td>
<td>I caught</td>
</tr>
<tr>
<td>to see</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>to come</td>
<td>we</td>
<td>we</td>
</tr>
<tr>
<td>to go</td>
<td>they</td>
<td>they</td>
</tr>
<tr>
<td>to leave</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>to make</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>to say</td>
<td>we</td>
<td>we</td>
</tr>
<tr>
<td>to talk</td>
<td>they</td>
<td>they</td>
</tr>
<tr>
<td>to walk</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

F. Fill in the blank with the verb shown to the side in parenthesis.

1. We ____________ along the shore. (walk)
2. They ____________ their boats. (leave)
3. They ____________ with Jesus. (go)
4. Simon and Andrew ____________ about the fish. (talk)
5. You ____________, “Hello.” (say)
Unit 1, Lesson 3

I. As Jesus walked along the shore of Lake Galilee, he saw two fishermen, Simon and his brother Andrew, catching fish with a net. Jesus said to them, “Come with me, and I will teach you to catch men.”

He went a little farther on and saw two other brothers, James and John, the sons of Zebedee. They were in their boat getting their nets ready. As soon as Jesus saw them, he called them; they left their father Zebedee in the boat with the hired men and went with Jesus.

Mark 1:16-20, GNB
UNIT 1, LESSON 3

A. Dialogue

JAMES: Father, I will go with Jesus. The hired men will fish with you.

ZEBEDEE: Jesus is a good man. Go with Him and He will teach you.

JOHN: I will go with Jesus and my friends, Simon and Andrew. Goodbye, father.

ZEBEDEE: Goodbye. See you later.

JAMES: Bye!

B. Read the following paragraph.

James is a fisherman. He talks with his brother John. They catch fish from their boat. They catch fish with the fish nets. They talk to their friends, Andrew and Simon. Jesus comes to their boat. He says, “Come with me.” The men leave the boat and nets and go with Jesus.

C. Write the answers to the following questions in your notebooks.

1. What is James’ occupation?
2. Who does James talk with?
3. What do they catch?
4. Who do James and John talk with?
5. Who comes to their boat?
6. What does Jesus say?
7. What do the men do?
II. VOCABULARY

A. Buzz Words

1. **along**  Jesus walked **along** the shore.
2. **and**  James **and** John are brothers.
3. **in**  The fish is **in** the net.
4. **not**  Jesus is **not** the son of Zebedee.
5. **to**  Jesus talked **to** Simon.
6. **with**  "Come **with** Me," Jesus said.

B. Read the sentences. Fill in the blanks below with the best buzz word.

1. James and John talked ____________ Simon. (to, not)
2. He caught a fish ____________ the net. (along, in)
3. Jesus walked ____________ talked. (and, with)
4. The hired men are ____________ Zebedee. (to, with)
5. Zebedee does ____________ go with Jesus. (not, in)
6. Peter walked ____________ the lake. (and, along)
III. GRAMMAR AND DRILL

A. **Quick check: the days of the week.**
   Sunday  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday

B. **Quick check: the numbers 1–10.**
   1 2 3 4 5 6 7 8 9 10
   one  two  three  four  five  six  seven  eight  nine  ten

IV. PRONUNCIATION

A. **Spell these verbs aloud.**
   1. catch       6. say
   2. come        7. see
   3. go          8. talk
   4. leave       9. walk
   5. make        10. is

B. **The consonant sound to be learned is p. The sound is /p/ as in pal.**

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Peter</td>
<td>papa</td>
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</tr>
<tr>
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<td>people</td>
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</tr>
<tr>
<td>post</td>
<td>paper</td>
<td>lip</td>
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</tbody>
</table>

Minimal pairs:   /p/ and /b/

<table>
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</tbody>
</table>
V. SEQUENCE AND ADAPTATION

A. Tell the story in your own words.

B. Answer orally the following questions. Read the questions aloud several times.

Simon and Andrew are brothers. Do you have a brother? Is he older or younger than you? Do you have a sister? Is she older or younger than you? Tell the class about your family.

VI. WRITING

Copy the GRAMMAR AND DRILL exercises into your notebook.

VII. MEMORY VERSE

“And a voice came from heaven, ‘You are my own dear Son. I am pleased with you.’”

Mark 1:11, GNB
Unit 1, Practice Exercises

I. CAPITALIZATION AND PUNCTUATION RULES

1. A sentence begins with a capital letter.
2. Days of the week are capitalized.
3. All names begin with a capital letter.
4. All questions end with a question mark.
5. A sentence ends with a period.

<table>
<thead>
<tr>
<th>period</th>
<th>question mark</th>
<th>capital letters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>?</td>
<td>ABCDEFGH…</td>
</tr>
</tbody>
</table>

II. WRITE THE SENTENCES IN YOUR NOTEBOOK.

A. Use correct capitalization and punctuation.

EXAMPLE:

who’s that  it’s a friend
Who’s that?  It’s a friend.

1. hello i’m john
2. nice to meet you john
3. andrew who is that
4. that’s my friend john
5. he saw the fishermen in the boats
6. what did they catch
7. today is monday
8. simon met john on tuesday
B. **Practice who/what.** Choose the correct word to complete sentence.

1. Who’s that? It’s _____________. (Andrew, boat)
2. What’s this? It’s a _____________. (lake, Peter)
3. Who’s this? It’s James’ _____________. (net, father)
4. What’s that? It’s a _____________. (Simon, fish)
5. Who’s a friend? It’s _____________. (Jesus, shore)

C. **Use the correct verb to fill in the blank.**

1. Jesus ____________ along the lake. (talked, walked)
2. The fisherman ____________ Jesus. (caught, saw)
3. Jesus ____________ friends with the fishermen. (went, made)
4. Zebedee ____________ James’ father. (is, had)
5. Simon ____________ a fish. (went, caught)
6. Andrew ____________ with Jesus. (saw, went)

D. **Family words—use the correct word in the blank: son, father, brother.**

1. Zebedee is John’s _____________.
2. Simon is not Zebedee’s _____________.
3. Simon is Andrew’s _____________.
4. James is not Simon’s _____________.
5. Andrew is not Zebedee’s _____________.

E. **Fill in the blank with the correct buzz word.**

1. I walked ____________ the lake. (along, in)
2. Peter ____________ Andrew are brothers. (and, with)
3. The fish is ____________ the net. (with, in)
4. Andrew is ____________ Zebedee’s son. (and, not)
5. James talked ____________ Zebedee. (in, to)
6. Jesus said, “Come ____________ Me.” (along, with)
UNIT 1, PRACTICE EXERCISES

F. Write the days of the week in your notebook.

G. Write “Today is ___________.” in your notebook.

H. Fill in the blanks with the correct day of the week.
   1. The first day of the week is ____________.
   2. Wednesday comes after ____________.
   3. The weekend is ____________ and ____________.
   4. Sunday comes before ____________.
   5. I buy food on ____________.

I. Write the name of each number beside the number. Memorize the spelling.

<table>
<thead>
<tr>
<th>number</th>
<th>name</th>
<th>number</th>
<th>name</th>
<th>number</th>
<th>name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>__________</td>
<td>5.</td>
<td>__________</td>
<td>9.</td>
<td>__________</td>
</tr>
<tr>
<td>2.</td>
<td>__________</td>
<td>6.</td>
<td>__________</td>
<td>10.</td>
<td>__________</td>
</tr>
<tr>
<td>3.</td>
<td>__________</td>
<td>7.</td>
<td>__________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>__________</td>
<td>8.</td>
<td>__________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

J. Change the sentences to a negative statement.

EXAMPLE: The man is a teacher.
         The man is not a teacher.

1. He is a father. ____________________________________________.

2. This is Monday. __________________________________________.

3. This is Friday. __________________________________________.

4. That is a net. ____________________________________________.

5. He is a fisherman. ________________________________________.
III. NEW VOCABULARY, UNIT 1

<table>
<thead>
<tr>
<th>People</th>
<th>Nouns</th>
<th>Verbs</th>
<th>Buzz Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew</td>
<td>boat</td>
<td>catch, caught</td>
<td>along</td>
</tr>
<tr>
<td>James</td>
<td>brother</td>
<td>come, came</td>
<td>and</td>
</tr>
<tr>
<td>Jesus</td>
<td>family</td>
<td>go, went</td>
<td>in</td>
</tr>
<tr>
<td>John</td>
<td>father</td>
<td>had</td>
<td>not</td>
</tr>
<tr>
<td>Simon</td>
<td>fish</td>
<td>is</td>
<td>to</td>
</tr>
<tr>
<td>Zebedee</td>
<td>fisherman</td>
<td>leave, left</td>
<td>with</td>
</tr>
<tr>
<td></td>
<td>friend</td>
<td>make, made</td>
<td></td>
</tr>
<tr>
<td></td>
<td>men</td>
<td>say, said</td>
<td></td>
</tr>
<tr>
<td></td>
<td>name</td>
<td>see, saw</td>
<td></td>
</tr>
<tr>
<td></td>
<td>net</td>
<td>talk, talked</td>
<td></td>
</tr>
<tr>
<td></td>
<td>people</td>
<td>walk, walked</td>
<td></td>
</tr>
<tr>
<td></td>
<td>shore</td>
<td>were</td>
<td></td>
</tr>
<tr>
<td></td>
<td>son</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Places</th>
<th>Question Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capernaum</td>
<td>what</td>
</tr>
<tr>
<td>Lake Galilee</td>
<td>who</td>
</tr>
</tbody>
</table>

IV. A DEEPER LOOK

1. Where was Jesus?
2. What was He looking for?
3. What is a disciple?
Unit 2, Lesson 1

I. Jesus and his disciples, including James and John, left the synagogue and went straight to the home of Simon and Andrew. Simon's mother-in-law was sick in bed with a fever, and as soon as Jesus arrived, he was told about her. He went to her, took her by the hand, and helped her up. The fever left her, and she began to wait on them.

Mark 1:29-31, GNB
UNIT 2, LESSON 1

A. **Dialogue**

SIMON: Come in and meet my family.

JESUS: I am happy to meet your family.

SIMON'S WIFE*: We are glad to meet you. Simon, my mother is sick. She has a fever.

SIMON: Jesus will help.

JESUS: I'll go to her and help her.

SIMON'S WIFE: Thank you, Jesus.

*Simon's wife—see 1 Corinthians 9:5.

B. **Core Sentences.**

1. Jesus left the synagogue.
2. He went to Simon’s house.
3. Simon’s mother-in-law was sick.
4. She had a fever.
5. Simon told Jesus.
7. He took her hand.
8. Jesus helped her get up.
9. She had no fever after Jesus helped her.
10. She was not sick.
11. She was well.
13. She helped the friends of Jesus.
14. Simon’s wife was happy.

C. **Reading Comprehension Questions**

1. Where did Jesus go? ________________________________

2. Who went to Simon’s house? ________________________

3. Who is sick? ___________________________________

4. What does she have? ______________________________

5. Who told Jesus? _________________________________

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UNIT 2, LESSON 1

6. Where did Jesus go? ____________________________________________

7. What did Jesus take? ___________________________________________

8. What did he help her do? _________________________________________

9. Did she have a fever? ___________________________________________

10. Was she sick? _________________________________________________

11. Whom did she wait on? _________________________________________

12. Whom did she help? ____________________________________________

II. VOCABULARY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Buzz Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>arrive, arrived</td>
<td>happy</td>
<td>about</td>
</tr>
<tr>
<td>disciple</td>
<td>(be) is, was</td>
<td>sad</td>
<td>and</td>
</tr>
<tr>
<td>fever</td>
<td>begin, began</td>
<td>sick</td>
<td>as soon as</td>
</tr>
<tr>
<td>hand</td>
<td>help, helped</td>
<td>well</td>
<td>by</td>
</tr>
<tr>
<td>home</td>
<td>tell, told</td>
<td></td>
<td>with</td>
</tr>
<tr>
<td>house</td>
<td>take, took</td>
<td></td>
<td>of</td>
</tr>
<tr>
<td></td>
<td>wait on, waited on</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question Words</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>Simon’s mother-in-law</td>
</tr>
</tbody>
</table>

A. Action Verbs

1. **to arrive, arrived**: to come to a place.
   a. James **arrives** at the synagogue.
   b. Andrew and Jesus **are arriving** at Simon’s house.
   c. I **arrived** at church last Sunday morning.
UNIT 2, LESSON 1

2. **to begin, began:** to do the first part; to make a start.
   a. We **begin** class on time.
   b. Simon **is beginning** to fish.
   c. James **began** to talk to Andrew.

3. **to help, helped:** to give or do what is needed.
   a. I **help** my husband and my children.
   b. He **is helping** Simon’s mother-in-law.
   c. Jesus **helped** many people.

4. **to tell, told:** to put into words.
   a. We **tell** our friends about Jesus.
   b. Simon’s wife **is telling** Jesus about her mother.
   c. I **told** James and John to begin.

5. **to take, took:** to lay hold of, to grasp.
   a. I **take** my child’s hand to cross the street.
   b. He **is taking** her hand.
   c. Simon **took** the food from his mother-in-law.

6. **to wait on, waited on:** to serve; to stand or sit until someone comes.
   a. Simon **waits** on Andrew at the synagogue.
   b. Simon’s mother-in-law **is waiting** on Jesus.
   c. Simon’s mother-in-law **waited** on the disciples.
UNIT 2, LESSON 1

B. Nouns

1. bed: anything to sleep or rest on.

2. disciple: a believer in the thought and teachings of a leader.

3. fever: body temperature higher than normal.

4. home: place where a person lives. Your own house.

5. house: a building where people live.


Fill in the blanks using the correct noun.

1. Simon Peter, James, John, and Andrew were ____________ of Jesus.

2. Simon's mother-in-law was sick in ____________.
UNIT 2, LESSON 1

3. A ________________ is not a ________________ until my family lives there.

4. She was sick with a ________________.

5. A church for Jews is called a ________________.

C. Adjectives—Opposites

happy sad sick well

1. If I am ________________, I am not ________________.

2. If I am ________________, I am not ________________.

3. She is in bed ________________. She is not ________________.

4. Peter’s mother-in-law was ________________ to take care of the disciples.

5. Peter didn’t catch any fish. He was ________________.

III. GRAMMAR AND DRILL

A. Class participation—Continue around the room until every student has introduced someone.

TEACHER: Come in. I’d like you to meet my students.  
(Student A’s name), I’d like you to meet (Student B’s name).

STUDENT A: Hello, I’d like you to meet my friend, (Student C).

STUDENT B: Hi, I’d like you to meet my pal, (Student D).

Use as many names as you can to fill in the blanks: Jesus, Simon Peter, John, Andrew, James, Simon’s wife, Simon’s mother-in-law, Zebedee).

1. ________________ went to the synagogue.

2. ________________ arrived at Simon’s house.

3. ________________ helped up Simon’s mother-in-law.

4. ________________ told people about Jesus, his new teacher.

5. ________________ began to go from village to village.
B. Make the following statements negative. Use no before a noun.

1. Simon’s mother-in-law had a fever.
   Simon’s mother-in-law had no fever.

2. The fishermen had a boat.

3. The women had a house.

4. The man had a family.

5. The teacher had a home.

C. Make the following statements negative. Use not with the verb and with the adjectives like happy, sad, sick, and well.

1. Simon was happy. ________________________________ Simon was not happy.

2. James was sad. ________________________________

3. Simon’s mother-in-law was sick. __________________

4. John was at home. ______________________________

5. He is at the synagogue. __________________________
IV. PRONUNCIATION

\( s \) sounds like /s/ as in see. (Includes words that begin with \( c \), such as city.)

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon</td>
<td>disciple</td>
<td>Jesus</td>
</tr>
<tr>
<td>sick</td>
<td>fast</td>
<td>bus</td>
</tr>
<tr>
<td>city</td>
<td>bicycle</td>
<td>walks</td>
</tr>
</tbody>
</table>

Simon’s mother-in-law is sick.
Simon sees the city.
The nets are so full.

V. WRITING

1. Write questions of your own using who/what/where. Write two questions using each of the question words.

2. Copy the READING COMPREHENSION questions for this lesson, into your notebook. Write the answers in complete sentences.

3. Write sentences about your family. Tell about your parents, brothers, sisters, and children.
VI. QUICK CHECK

Family relationships

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
<th>Plurals</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother</td>
<td>sister</td>
<td>brothers, sisters</td>
</tr>
<tr>
<td>father</td>
<td>mother</td>
<td>fathers, mothers</td>
</tr>
<tr>
<td>son</td>
<td>daughter</td>
<td>sons, daughters</td>
</tr>
<tr>
<td>grandfather</td>
<td>grandmother</td>
<td>grandfathers, grandmothers</td>
</tr>
<tr>
<td>grandson</td>
<td>granddaugther</td>
<td>grandsons, granddaughters</td>
</tr>
<tr>
<td>grandchild</td>
<td>grandchild</td>
<td>grandchildren</td>
</tr>
<tr>
<td>husband</td>
<td>wife</td>
<td>husbands, wives</td>
</tr>
<tr>
<td>father-in-law</td>
<td>mother-in-law</td>
<td>fathers-in-law, mothers-in-law</td>
</tr>
<tr>
<td>brother-in-law</td>
<td>sister-in-law</td>
<td>brothers-in-law, sisters-in-law</td>
</tr>
<tr>
<td>uncle</td>
<td>aunt</td>
<td>uncles, aunts</td>
</tr>
<tr>
<td>cousin</td>
<td>cousin</td>
<td>cousins</td>
</tr>
<tr>
<td>nephew</td>
<td>niece</td>
<td>nephews, nieces</td>
</tr>
<tr>
<td>son-in-law</td>
<td>daughter-in-law</td>
<td>sons-in-law, daughters-in-law</td>
</tr>
</tbody>
</table>

A man and woman marry. They are now __________________________ and __________________________.

They have two boys and two girls. The children are __________________________ and __________________________. The children get married and they have children of their own. These children of brothers and sisters are called __________________________.

The brothers and sisters become the __________________________ and __________________________ of the grandchildren. When a child marries, he not only has his own mother and father, he also now has a __________________________ and a __________________________.

VII. MEMORY VERSE

“The power of the Lord was present for Jesus to heal the sick.”

Luke 5:17, GNB
UNIT 2, LESSON 1

VIII. HOMEWORK
   A. Verb practice—fill in the chart.

<table>
<thead>
<tr>
<th>base form</th>
<th>present</th>
<th>past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. arrive</td>
<td>we ___ arrive ___</td>
<td>we ___ arrived ___</td>
</tr>
<tr>
<td>2. begin</td>
<td>you ___ begin ___</td>
<td>you ___</td>
</tr>
<tr>
<td>3. help</td>
<td>they ___</td>
<td>they ___</td>
</tr>
<tr>
<td>4. tell</td>
<td>I ___</td>
<td>I ___</td>
</tr>
<tr>
<td>5. take</td>
<td>you ___</td>
<td>you ___</td>
</tr>
<tr>
<td>6. wait on</td>
<td>we ___</td>
<td>we ___</td>
</tr>
</tbody>
</table>

   B. Fill in the blanks with things, jobs, places or people.

   1. **Who** is for ________?
   2. **What** is for ________?
   3. **Where** is for ________?

   C. Use *no* before a noun and *not* before an adjective. Fill in the blanks then write the sentences in the notebook.

   1. She has ________ bed.
   2. She is ________ happy.
   3. He has ________ boat.
   4. He took ________ disciples.
   5. They have ________ synagogue.
   6. She is ________ sick.
   7. James is ________ sad.
   8. We have ________ fish.
D. **Change the nouns to personal pronouns.**

1. **Jesus** went to the synagogue.

2. **Simon's** mother-in-law talked to Jesus.

3. The synagogue is near **Simon's** house.

4. **Simon, Andrew, and John** are happy.

5. **Andrew** and I went to Simon's house.
I. Jesus and his disciples, including James and John, left the synagogue and went straight to the home of Simon and Andrew. Simon's mother-in-law was sick in bed with a fever, and as soon as Jesus arrived, he was told about her. He went to her, took her by the hand, and helped her up. The fever left her, and she began to wait on them.

Mark 1:29-31, GNB

A. Dialogue

MOTHER-IN-LAW: Jesus touched my hand, and I am well. It's a miracle.

SIMON: Yes. Jesus is the Son of God. He helps many people. He heals the sick.

MOTHER-IN-LAW: I will make a good dinner for Jesus and the disciples. Jesus touched me and I am well.

SIMON: Yes, and He is my teacher and friend.
B. Reading Comprehension Questions

1. Read the following.

Jairus comes to Jesus. Jairus falls at Jesus’ feet. He says, “My little daughter is very sick. Please come to my house. Place your hands on her so that she will get well and live.”

Jesus goes with Jairus. Men come from his house. They say, “Your daughter has died.”

Jesus tells Jairus, “Don’t be afraid. Believe.”

At Jairus’ house, Jesus takes Peter, James, John, and the parents with him. They go into the room where the girl is lying.

Jesus takes the girl by her hand. He says, “Little girl, get up.”

The girl gets up at once. She begins to walk around.

(See Mark 5:22-24, 35-43)

2. Answer the following questions.

a. Who comes to Jesus? ________________________________

b. Who is sick? ________________________________

c. What does Jairus say to Jesus? ________________________________

d. What do the men tell Jairus? ________________________________

e. What does Jesus say? ________________________________

f. Who goes with Jesus into the girl’s room? ________________________________

g. What does Jesus do? ________________________________

h. What does the girl do? ________________________________
II. VOCABULARY

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>to heal, healed</td>
<td>miracle</td>
</tr>
<tr>
<td>to touch, touched</td>
<td></td>
</tr>
</tbody>
</table>

A. Action Verbs

1. **to heal, healed**: to make whole, sound, well.
   a. He **heals** the sick people.
   b. He **is healing** a man who came.
   c. Jesus **healed** Simon’s mother-in-law.

2. **to touch, touched**: to put one thing against another.
   a. I **touch** my friend.
   b. He **is touching** my book.
   c. Jesus **touched** her hand and she was well.

B. Noun

**miracle**: a wonderful happening beyond the law of nature.

When Jesus healed Jairus’ daughter, it was a **miracle**.
### III. GRAMMAR AND DRILL

A. Practice using the present tense of the verb *to be*.

<table>
<thead>
<tr>
<th>to be</th>
<th>Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Singular</td>
</tr>
<tr>
<td>First</td>
<td>I am</td>
</tr>
<tr>
<td>Second</td>
<td>you are</td>
</tr>
</tbody>
</table>
| Third  | he is  
          | she is  
          | it is   | they are |

**SINGULAR**

- I am a student.
- You are a student.
- She is a student.
- He is a student.
- It is a book.

**PLURAL**

- We are students.
- You are students.
- They are students.
Teacher: Who is he?

Student A: He is ________________.

Teacher: Who are they?

Student B: They are ____________, ____________, and ____________.

Teacher: Who are the disciples?

Student C: They are Jesus’ friends.

Teacher: What’s this? (Point to an object.)

Student D: It is a ________________.

Teacher: Where is Jesus?

Student A: He is at Simon’s house.

B. Singular and plural nouns

Most nouns add s to form the plural. If the noun ends in ses, pronounce the ending as a separate syllable.

The article a is used only with singular nouns.

He is a student.

It is a book.

They are students.

They are books.
It is a pencil.

They are pencils.

It is a boat.

They are boats.

It is a home.
It is a house.

They are homes.
They are houses.

It is a bus.

They are buses.
### UNIT 2, LESSON 2

<table>
<thead>
<tr>
<th>Singular Nouns</th>
<th>Plural Nouns</th>
<th>Singular Nouns</th>
<th>Plural Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>a boat</td>
<td>boats</td>
<td>a son</td>
<td>sons</td>
</tr>
<tr>
<td>a brother</td>
<td>brothers</td>
<td>a bed</td>
<td>beds</td>
</tr>
<tr>
<td>a father</td>
<td>fathers</td>
<td>a miracle</td>
<td>miracles</td>
</tr>
<tr>
<td>a net</td>
<td>nets</td>
<td>a disciple</td>
<td>disciples</td>
</tr>
</tbody>
</table>

**C. Buzz word practice:** Use the buzz word that fits the sentence best. The words are: about, and, as soon as, by, and with.

1. Simon Peter told Jesus _____________ his mother-in-law's fever. (about, by)
2. Simon told Andrew _____________ Jesus. (as soon as, about)
3. Jesus helped _____________ He was told. (by, as soon as)
4. Jesus _____________ Simon Peter are friends. (with, and)
5. Jesus took her _____________ the hand. (about, by)
6. Jesus walked _____________ Simon. (and, with)
7. Simon stood _____________ the bed. (by, and)
8. _____________ I go home, I will help. (with, as soon as)
9. My sister is _____________ me. (and, with)
10. Jesus arrived _____________ Simon and the disciples. (about, with)
IV. PRONUNCIATION

*z*/z/* as in *zip*. Sometimes *s* has the sound */z*/.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>zip</td>
<td>Jesus</td>
<td>buzz</td>
</tr>
<tr>
<td>zoo</td>
<td>pleased</td>
<td>friends</td>
</tr>
<tr>
<td>Zebedee</td>
<td>capitalized</td>
<td>as</td>
</tr>
</tbody>
</table>

Simon’s wife was pleased with Jesus. What are the names of your friends? Come as soon as you can. Ezra zips the zipper.

V. WRITING

Read about Simon and his family. Then write about your family, using Simon as a model.

I am Simon Peter. Andrew is my brother. He told me about Jesus. We have a big family. I am married. My family lives in Capernaum. My mother-in-law lives with us.

VI. MEMORY VERSE

“And we have seen and tell others that the Father sent his Son to be the Savior of the world.”

1 John 4: 14, GNB
UNIT 2, LESSON 2

VII. HOMEWORK

A. The verb *to be*. Fill in the chart and memorize it.

<table>
<thead>
<tr>
<th>to be</th>
<th>Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person</strong></td>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>First</td>
<td>I ___________</td>
</tr>
<tr>
<td>Second</td>
<td>you __________</td>
</tr>
<tr>
<td>Third</td>
<td>he __________</td>
</tr>
<tr>
<td></td>
<td>she __________</td>
</tr>
<tr>
<td></td>
<td>it __________</td>
</tr>
</tbody>
</table>

B. What pronouns are used with the following?

1. third person singular __________________________________________
2. first person singular __________________________________________
3. third person plural __________________________________________
4. second person singular ________________________________________
5. first person plural __________________________________________
6. third person singular female _________________________________
7. third person singular male _________________________________
8. second person plural _________________________________________

C. Make these sentences negative using *not*.

1. He is a friend. __________________________________________
2. Andrew is John’s brother. _________________________________
3. Simon’s wife is sick. _____________________________________
D. Make these sentences negative using no.

1. John has a house.

2. James has a fever.

3. He speaks English.

4. He touched a hand.

E. Singular and plural of nouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a student</td>
<td></td>
<td>6. a chair</td>
<td></td>
</tr>
<tr>
<td>2. a pen</td>
<td></td>
<td>7.</td>
<td>fevers</td>
</tr>
<tr>
<td>3. nets</td>
<td></td>
<td>8.</td>
<td>disciples</td>
</tr>
<tr>
<td>4. a boat</td>
<td></td>
<td>9.</td>
<td>teachers</td>
</tr>
<tr>
<td>5. hands</td>
<td></td>
<td>10. a house</td>
<td></td>
</tr>
</tbody>
</table>
Unit 2, Lesson 3

I. Jesus and his disciples, including James and John, left the synagogue and went straight to the home of Simon and Andrew. Simon’s mother-in-law was sick in bed with a fever, and as soon as Jesus arrived, he was told about her. He went to her, took her by the hand, and helped her up. The fever left her, and she began to wait on them.

Mark 1:29-31, GNB
UNIT 2, LESSON 3

A. Dialogue

JANE: My husband got sick yesterday. He had a fever and went to bed.

MARY: Is he well now?

JANE: He is not sick anymore. He said he will go to church tomorrow.

MARY: We want to go to church. What time should we arrive Sunday morning?

JANE: Come at 9:30 for Bible study.

MARY: Yes, I will come. See you tomorrow.

B. Reading Comprehension Questions

1. Who went to the synagogue?

2. Who went to Simon’s house?

3. Who was sick?

4. What did Jesus do?

5. Where did Simon’s mother-in-law live?

6. When did Jesus go to Simon’s house?

7. When did He help Simon’s mother-in-law?

8. When were the people in the house happy?

II. VOCABULARY

Check the vocabulary of Lessons 1 and 2 in this unit. Which words do you need to practice more?
III. GRAMMAR AND DRILL

A. Quick Check

1. The days of the week:
   Sunday  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday

2. The months of the year:
   January  May  September
   February  June  October
   March  July  November
   April  August  December

3. What day is today? ________________________________

4. What month is it? ________________________________

5. The date may be written: . . . April 24, 1988, or 4-24-88. (month-day-year).

   Write today’s date. ________________________________

6. Write the circled dates on the calendar.
   a. ________________________________

   b. ________________________________

   c. ________________________________

   ![Calendar Image]

7. What is your birthdate? ________________________________
B. **Review of the Question Words.**

2. *What* asks about things or jobs.
4. *When* asks about time.

C. **Review of the verb to be.**

1. I am _______________. (your name)
2. You are _______________. (student's name)
3. He is _______________. (a man student)
4. She is _______________. (a female student)
5. It is _______________. (an object)
6. We are _______________ and _______________. (your name and another)
7. You are _______________ and _______________. (two students)
8. They are _______________ and _______________. (two friends)

Fill in the blanks in the chart.

<table>
<thead>
<tr>
<th>to be</th>
<th>Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person</strong></td>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>First</td>
<td>I _____</td>
</tr>
<tr>
<td>Second</td>
<td>you _____</td>
</tr>
<tr>
<td>Third</td>
<td>he _____</td>
</tr>
<tr>
<td></td>
<td>she _____</td>
</tr>
</tbody>
</table>
D. To form a question, place the verb form of to be at the beginning of the sentence. Change the following sentences into questions.

EXAMPLE:

Mr. Smith is a teacher.  Is Mr. Smith a teacher? Yes, he is.

1. They are disciples. ___________________________?
2. It is a book. ___________________________?
3. We are students. ___________________________?
4. They are friends. ___________________________?
5. She is sick. ___________________________?
6. Mrs. Smith is home. ___________________________?
7. She is well. ___________________________?
8. You are a student. ___________________________?
9. James is in the synagogue. ___________________________?
10. Simon is happy. ___________________________?
E. The present tense of verbs.

<table>
<thead>
<tr>
<th>to be</th>
<th>Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Singular</td>
</tr>
<tr>
<td>First</td>
<td>I begin</td>
</tr>
<tr>
<td>Second</td>
<td>you begin</td>
</tr>
<tr>
<td>Third</td>
<td>he begins</td>
</tr>
<tr>
<td></td>
<td>she begins</td>
</tr>
<tr>
<td></td>
<td>it begins</td>
</tr>
</tbody>
</table>

F. In the present tense of the verbs, the third person singular is formed by adding an _s_ or _es_.

EXAMPLES:

I catch he catches
I come he comes
I say he says
you see she sees
you talk she talks
we walk she walks

G. Fill in the correct form of the verb. Be sure to spell and pronounce it correctly. Pronounce the _s_ in third person singular sentences.

1. I ______________________ my mother. (help)
2. He ______________________ the lesson. (begin)
3. We ______________________ at the church. (arrive)
4. She ______________________ the people about Jesus. (tell)
5. It ______________________ all day to go. (take)
UNIT 2, LESSON 3

Oral Exercise. Choose the correct word and tell why it is correct.

1. Today ___________ Wednesday. (is, are)
2. Today I ___________ verbs. (begin, began)
3. Today I ___________ to help Mary. (begin, began)
4. He ___________ at my house today. (arrives, arrived)
5. I ___________ the children at home now. (help, helped)
6. James ___________ John about Jesus. (tells, told)
7. Please ___________ mother I am home now. (tell, told)
8. Martha ___________ her mother at home. (waits on, waited on)
9. In the story, Jesus ___________ to Simon’s house. (goes, went)

IV. PRONUNCIATION

A. The plural endings of nouns are pronounced in three ways.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>books</td>
<td>beds</td>
<td>houses</td>
</tr>
<tr>
<td>boats</td>
<td>disciples</td>
<td>buses</td>
</tr>
<tr>
<td>dates</td>
<td>boys</td>
<td>watches</td>
</tr>
<tr>
<td>nets</td>
<td>words</td>
<td>places</td>
</tr>
</tbody>
</table>

B. Rules

1. To form a plural, add an /s/.
2. If the noun ends in /s, x, z, ch/, add /es/. The /es/ adds an extra syllable to the pronunciation.
3. The plural of a noun ending in /y/ preceded by a consonant, changes the /y/ to /i/, and adds /es/.

    sky=skies (/k/ is the consonant before /y/)
    fly=flies
    country=countries
4. The plural of a noun ending in _y_ preceded by a vowel is formed by adding an _s_.
   - boy=boys
   - toy=toys

V. WRITING

A. **Write several dates that are important to you, for example:**
   1. Your mother’s birthday
   2. An important holiday
   3. A wedding anniversary
   4. The date of your next English class

B. **Write the story in your own words.**

C. **Write yourself a spelling list of words you must learn.**

VI. SEQUENCE

Tell the story in your own words. Ask any questions that come to mind.
UNIT 2, LESSON 3

VII. ADAPTATION QUESTIONS

1. Jesus went to the synagogue. I go to church. Do you know anyone who goes to church?
2. Is anyone in your family sick?
4. What do you do to lower a fever?
5. Simon’s mother-in-law waited on Jesus and the disciples. What does that mean?
6. Do you wait on your family? What do you do to help them?
7. Do you have a mother-in-law or father-in-law? Where do they live?

VIII. MEMORY VERSE

“Jesus Christ is the same yesterday, today, and forever.”

Hebrews 13:8, GNB
Unit 2, Practice Exercises

I. RULES FOR THE VERB TO BE.

A. The verb to be is called an irregular verb. Am, is, and are must be memorized and reviewed constantly.

B. The negative is formed by placing not after am, is, or are.

C. Contractions are frequently used in both positive and negative statements and in questions. (I’m, isn’t, and we’re)

II. SHORT ANSWERS

A. Singular

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I am.</td>
<td>No, you aren’t.</td>
<td>No, I’m not.</td>
</tr>
<tr>
<td>Yes, you are.</td>
<td>No, you aren’t.</td>
<td>No, you’re not.</td>
</tr>
<tr>
<td>Yes, he is.</td>
<td>No, he isn’t.</td>
<td>No, he’s not.</td>
</tr>
<tr>
<td>Yes, she is.</td>
<td>No, she isn’t.</td>
<td>No, she’s not.</td>
</tr>
<tr>
<td>Yes, it is.</td>
<td>No, it isn’t.</td>
<td>No, it’s not.</td>
</tr>
</tbody>
</table>

B. Plural

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, we are.</td>
<td>No, we aren’t.</td>
<td>No, we’re not.</td>
</tr>
<tr>
<td>Yes, you are.</td>
<td>No, you aren’t.</td>
<td>No, you’re not.</td>
</tr>
<tr>
<td>Yes, they are.</td>
<td>No, they aren’t.</td>
<td>No, they’re not.</td>
</tr>
</tbody>
</table>
III. PRACTICE WITH VERB TO BE.

A. Fill in the correct form of the verb to be.

<table>
<thead>
<tr>
<th>to be</th>
<th>Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Singular</td>
</tr>
<tr>
<td>First</td>
<td>I _______</td>
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<tr>
<td>Second</td>
<td>you _______</td>
</tr>
<tr>
<td>Third</td>
<td>he _______</td>
</tr>
<tr>
<td></td>
<td>she _______</td>
</tr>
<tr>
<td></td>
<td>it _______</td>
</tr>
</tbody>
</table>

B. Complete the sentences with the correct form of the verb to be.

1. You __________ the woman’s doctor.
2. They __________ the disciples.
3. We __________ not fishermen.
4. I __________ at church.
5. You __________ my friends.
6. It __________ a fish.
7. I __________ a mother.
8. We __________ not sick.
9. It __________ my boat.
10. She __________ Simon’s wife.

C. Contractions can be used to make negative sentences in two ways. Make the following sentences negative.

1. He is my friend.
   He isn’t my friend.

2. You are sick today.
   He’s not my friend.
UNIT 2, PRACTICE EXERCISES

3. They are at church.

4. We are fishermen.

5. I am at home.

D. **Make the following sentences into questions. Use short, negative answers.**

1. Jesus is at Simon’s house.
   
   Question: **Is Jesus at Simon’s house?**
   
   Answers: **No, he isn’t.**
   
   **No, he’s not.**

2. Simon’s mother-in-law is sick.
   
   Question: ____________________________?
   
   Answers: ____________________________.

3. The disciples are in the boat.
   
   Question: ____________________________?
   
   Answers: ____________________________.

4. Peter is by himself.
   
   Question: ____________________________?
   
   Answers: ____________________________.

5. I am a teacher.
   
   Question: ____________________________?
   
   Answers: ____________________________.
UNIT 2, PRACTICE EXERCISES

IV. FILL IN THE BLANKS WITH THE CORRECT QUESTION WORDS IN THE FOLLOWING PARAGRAPH. USE WHO, WHAT, WHERE, WHEN.

Simon’s wife was happy. She told us ________1______ arrived last night. She also told us ________2______ Jesus did to help her mother. A friend said Jesus might leave. Everyone talked about ________3______ and ________4______ He would go next. ________5______ is Jesus leaving the town? ________6______ will He go to help people? ________7______ will leave with Him? ________8______ family will He help?

V. PRACTICE WITH PRESENT TENSE

A. In the present tense, add an s to the verbs used in the third person singular (he, she, and it). Es must be added to some verbs, such as catch and go. Es is usually pronounced as a separate syllable when it is added.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I catch</td>
<td>we catch</td>
<td>I help</td>
<td>we help</td>
</tr>
<tr>
<td>you catch</td>
<td>you catch</td>
<td>you help</td>
<td>you help</td>
</tr>
<tr>
<td>he catches</td>
<td>they catch</td>
<td>he helps</td>
<td>they help</td>
</tr>
<tr>
<td>she catches</td>
<td></td>
<td>she helps</td>
<td></td>
</tr>
<tr>
<td>it catches</td>
<td></td>
<td>it helps</td>
<td></td>
</tr>
</tbody>
</table>

B. Use the present tense verb form and pronounce it correctly.

1. He ______________________ many fish. (catch)
2. He ______________________ Simon’s mother-in-law. (help)
3. The teacher __________________ at the synagogue. (arrive)
4. James ______________________ with Jesus. (go)
5. Simon’s mother-in-law ______________________ them. (wait on)
6. Simon ______________________ with his friends. (talk)
7. Who ______________________ with the boat? (come)
8. The people are sad when Jesus ______________________. (leave)
UNIT 2, PRACTICE EXERCISES

9. Andrew __________________ the people will come. (say)

10. The disciples __________________ Jesus help the woman. (see)

11. Simon __________________ the people with Jesus. (see)

VI. REVIEW OF NOUNS AND PRONOUNS

A. A pronoun can take the place of a noun. Be sure to use the correct pronoun for singular or plural and for male or female. Change the underlined nouns to the correct pronoun.

EXAMPLE:

Jesus left the synagogue. He left the synagogue.

1. Simon’s mother-in-law was sick.

2. Andrew caught many fish.

3. The people talked about Jesus.

4. Simon and I helped in the synagogue.

5. James and John came yesterday.

6. The house had many people in it.

B. Change the following nouns from singular to plural and from plural to singular. Remember that a is used before a singular noun.

1. a house __________________ 6. nurses __________________

2. a bed __________________ 7. books __________________

3. a net __________________ 8. buses __________________

4. a father __________________ 9. pencils __________________

5. a boat __________________ 10. disciples __________________
UNIT 2, PRACTICE EXERCISES

VII. REVIEW OF CALENDAR

A. Write the correct day of the week.

1. Monday comes after ____________________________.

2. Saturday comes before ____________________________.

3. Today is ____________________________.

4. Yesterday was ____________________________.

5. Tuesday comes before ____________________________.

6. ____________________________ is often the last working day of the week.

7. I go to church on ____________________________.

8. Many people shop on ____________________________.

B. Write the correct month of the year.

1. April comes after ____________________________.

2. The last month of the year is ____________________________.

3. July comes after ____________________________.

4. The first month of the year is ____________________________.

5. ____________________________ comes before November.
### VIII. NEW VOCABULARY, UNIT 2

<table>
<thead>
<tr>
<th>People</th>
<th>Nouns</th>
<th>Adjectives</th>
<th>Buzz Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother-in-law</td>
<td>bed</td>
<td>happy</td>
<td>about</td>
</tr>
<tr>
<td>wife</td>
<td>fever</td>
<td>sad</td>
<td>after</td>
</tr>
<tr>
<td></td>
<td>home</td>
<td>sick</td>
<td>as soon as</td>
</tr>
<tr>
<td></td>
<td>house</td>
<td>well</td>
<td>before</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Irregular Verb to be</th>
<th>Two-Word Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrive, arrived</td>
<td>I am</td>
<td>to get well, got well</td>
</tr>
<tr>
<td>help, helped</td>
<td>you are</td>
<td>to wait on, waited on</td>
</tr>
<tr>
<td>take, took</td>
<td>he is</td>
<td></td>
</tr>
<tr>
<td>tell, told</td>
<td>she is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>it is</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverbs</th>
<th>Question Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>today</td>
<td>where</td>
</tr>
<tr>
<td>yesterday</td>
<td></td>
</tr>
</tbody>
</table>

### B. Vocabulary Expansion—family words

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother</td>
<td>sister</td>
</tr>
<tr>
<td>father</td>
<td>mother</td>
</tr>
<tr>
<td>son</td>
<td>daughter</td>
</tr>
<tr>
<td>grandfather</td>
<td>grandmother</td>
</tr>
<tr>
<td>grandson</td>
<td>granddaugther</td>
</tr>
<tr>
<td>grandchild</td>
<td>grandchild</td>
</tr>
<tr>
<td>husband</td>
<td>wife</td>
</tr>
<tr>
<td>father-in-law</td>
<td>mother-in-law</td>
</tr>
<tr>
<td>brother-in-law</td>
<td>sister-in-law</td>
</tr>
<tr>
<td>uncle</td>
<td>aunt</td>
</tr>
<tr>
<td>cousin</td>
<td>cousin</td>
</tr>
</tbody>
</table>
UNIT 2, PRACTICE EXERCISES

IX. A DEEPER LOOK
1. Why did Jesus go to the synagogue?
2. What did Simon expect Jesus to do when he told Him his mother-in-law was sick?
3. Name a special power that God gave Jesus.
4. Why did Jesus touch Simon’s mother-in-law?
5. Have you been sick? How were you helped?
I. Very early the next morning, long before daylight, Jesus got up and left the house. He went out of town to a lonely place, where he prayed. But Simon and his companions went out searching for him, and when they found him, they said, “Everyone is looking for you.”

But Jesus answered, “We must go on to the other villages around here. I have to preach in them also, because that is why I came.”

Mark 1:35-38, GNB
A. Dialogue

SIMON: Jesus, where are You?
JESUS: Here I am.
SIMON: Everyone is looking for You.
JESUS: I wanted to pray and ask God where He wants me to go next.
SIMON: But You went alone.
JESUS: Yes, sometimes it is good to be alone with God.

B. Core Sentences

1. Jesus was asleep.
2. He woke up.
3. It was dark.
4. Jesus left the house.
5. He went outside.
6. Jesus wanted to be alone.
7. He wanted to pray.
8. Simon searched for Jesus.
9. The companions searched for Jesus.
10. They found Jesus.
11. The disciples found Jesus.
12. Jesus talked to the companions.
13. He said they must go to other villages.
14. Many villages needed Jesus.
15. Jesus had to preach in the other villages.
16. Jesus came to preach about God.

C. Reading Comprehension Questions

Answer the questions orally in class and write the questions and answers for homework.

1. Questions about the story:
   a. What did Jesus do?
   b. Who went to pray?
   c. What did Simon tell Jesus?
   d. Where did Jesus go?
   e. Where did Jesus want to go next?
   f. When did Jesus wake up?
   g. Why did Jesus get up early?
2. Questions about yourselves:
   a. Who is your teacher?
   b. Who sits beside you?
   c. What is your job?
   d. Where do you live?
   e. Where do you study?
   f. When does class start?
   g. When is your birthday?

II. VOCABULARY

<table>
<thead>
<tr>
<th>Nouns of Time</th>
<th>Nouns</th>
<th>Adjectives</th>
<th>Buzz Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>afternoon</td>
<td>place</td>
<td>asleep</td>
<td>also</td>
</tr>
<tr>
<td>day</td>
<td>prayer</td>
<td>awake</td>
<td>because</td>
</tr>
<tr>
<td>daylight</td>
<td>preacher</td>
<td>dark</td>
<td>before</td>
</tr>
<tr>
<td>evening</td>
<td>village</td>
<td>light</td>
<td>but</td>
</tr>
<tr>
<td>midnight</td>
<td></td>
<td>early</td>
<td>for</td>
</tr>
<tr>
<td>morning</td>
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<td></td>
</tr>
<tr>
<td>night</td>
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</table>

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Opposites</th>
<th>Question Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>everyone</td>
<td>asleep..............................awake</td>
<td>why</td>
</tr>
<tr>
<td>day</td>
<td>day.................................night</td>
<td></td>
</tr>
<tr>
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<td>inside.............................outside</td>
<td></td>
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<td>noon</td>
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<tr>
<th>Verbs</th>
<th>Two-Word Verbs</th>
<th>Adverb</th>
<th>Auxiliary Verb</th>
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<tr>
<td>answer, answered</td>
<td>get up, got up</td>
<td>very</td>
<td>must</td>
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<tr>
<td>pray, prayed</td>
<td>go on, went on</td>
<td>long before</td>
<td></td>
</tr>
<tr>
<td>preach, preached</td>
<td>wake up, woke up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>search, searched</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sleep, slept</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>want, wanted</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Action Verbs

1. to answer, answered: to speak or write in response to a question.
   a. Simon answers the questions from his friends.
   b. John is answering the questions from his friend.
   c. God answered my prayers yesterday.

2. to get up, got up: arise, stand up.
   a. I get up early every morning.
   b. I am getting up now.
   c. Jesus got up early and went to pray.

3. to go on, went on: to go ahead; to continue.
   a. “We must go on to the other villages,” Jesus said.
   b. Peter is going on with Jesus to other villages.
   c. My teacher went on to the next student.

4. to pray, prayed: to speak to God.
   a. Jesus prays to God.
   b. Jesus is praying when the disciples find Him.
   c. When you were sick, we prayed for you.
5. **to preach, preached**: to speak or teach on a subject.
   a. Rev. Jones *preaches* at my church.
   b. He *is preaching* next Sunday.
   c. Jesus *preached* to many people in the villages.

6. **to search, searched**: to try to find by looking.
   a. We *search* for God. People *search* for answers from God.
   b. The disciples *are searching* for Jesus.
   c. I lost my keys, and I *searched* for them.

7. **to sleep, slept**: to rest body and mind.
   a. I *sleep* every night.
   b. The companions *are sleeping* and Jesus is praying.
   c. I *slept* well last night.

8. **to wake up, woke up**: to stop sleeping.
   a. My husband usually *wakes up* early in the morning
   b. He *is waking up* later today.
   c. He *woke up* when he heard the door shut.

9. **to want, wanted**: to feel that one needs or would like to have.
   a. He *wants* to learn English.
   b. The people *are wanting* to hear more about Jesus.
   c. Jesus *wanted* to be alone with God.
UNIT 3, LESSON 1

B. Nouns

1. Nouns of time:

   morning  noon  afternoon

   evening  night  midnight

2. Other nouns. Study the words, then use the correct noun to fill in the blanks in the sentences that follow.

   place: a city, town, village, house; a space for a person or thing.

   prayer: words spoken to God.
**preacher:** a person who speaks publicly about God.

**village:** a group of houses; smaller than a town.

a. Jesus was a teacher and a __________.
b. He wanted to go to many towns and __________.
c. Please find a ___________ for my friend to sit down.
d. He talks to God. This is a ____________.
e. Very early in the ____________, Jesus got up to pray.

C. **Opposites—use the opposite word in the sentences.**

1. Simon was asleep.
   - __________
2. The day is light.
   - __________
3. Jesus went outside.
   - __________
4. See you tomorrow morning.
   - __________
5. He goes to work at noon.
   - __________
6. The mother-in-law is awake now.
   - __________

D. **Use a noun of time to answer the questions.**

1. When does the sun rise?
   - __________
2. When do you eat lunch?
   - __________
3. When does the sun set?
   - __________
4. When do you sleep?
   - __________
5. When do you go to work?
   - __________
III. GRAMMAR AND DRILL

A. Adjectives

1. Adjectives are words that describe or limit a noun or pronoun. They usually come before the noun.

   Adjectives that describe (dark):
   It was a dark night.

   Adjectives that limit (next):
   Jesus got up early the next day.

2. The underlined words are adjectives.

   a. They left the boat with the hired men.
   b. We must go to the other village.
   c. He has many friends.
   d. Jesus healed the sick people.
   e. This man is John’s father.

Fill in the blanks below with the words shown to the side in the parenthesis.

   a. The ____________ boat leaves at ten o’clock. (next)
   b. Peter’s mother-in-law was _____________. (sick)
   c. The ____________ men fished from the boat. (hired)
   d. The night is _____________. (dark)
   e. ____________ people came to hear Jesus. (Many)
   f. Andrew got in the ____________ boat. (other)
B. An adverb is a word that describes or limits a verb, an adjective, or another adverb. Adverbs tell when, where, how and how much. Many adverbs end in ly.

1. **How?** In what way? Examples: suddenly, happily, quickly
2. **When?** Examples: today, now, before long, tomorrow
3. **Where?** Examples: Come here. My sister is out.
4. **How much?** Examples: very tall; hardly possible

The underlined words are adverbs:

1. Peter got up **early**. (When?)
2. He is **very** tired. (How much?)
3. He came **here** to speak to my village. (Where?)
4. He came **quickly**. (How?)

C. Fill in the blanks with the correct adverb: now, long before, sadly, yesterday, happily, angrily, lonely.

1. __________________________ midnight, I was asleep.
2. I saw Peter __________________________.
3. He walked __________________________ into the room.
4. He looked __________________________ at the man.
5. He felt __________________________.
6. Please come __________________________.
7. He told me __________________________ about the healing.
UNIT 3, LESSON 1

D. Adjectives

Many adjectives can be used as adverbs.

Adjectives Adverbs
A happy man ......................... He talked happily.
A sad wife ......................... He spoke sadly.
A lonely place ...................... She looks lonely.
The early bird ...................... They came early.
The angry man ..................... He talked angrily.

E. Irregular Present Tense Verbs

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go</td>
<td>we go</td>
<td>I have</td>
<td>we have</td>
<td>I do</td>
<td>we do</td>
</tr>
<tr>
<td>you go</td>
<td>you go</td>
<td>you have</td>
<td>you have</td>
<td>you do</td>
<td>you do</td>
</tr>
<tr>
<td>he goes</td>
<td>they go</td>
<td>he has</td>
<td>they have</td>
<td>he does</td>
<td>they do</td>
</tr>
<tr>
<td>she goes</td>
<td></td>
<td>she has</td>
<td></td>
<td>she does</td>
<td></td>
</tr>
<tr>
<td>it goes</td>
<td></td>
<td>it has</td>
<td></td>
<td>it does</td>
<td></td>
</tr>
</tbody>
</table>

F. *Goes, does, and has* are irregular verbs in the third person singular tense. They must be memorized.

*Have* and *do* are sometimes used as auxiliary verbs.

Fill in the blanks:

1. John ____________________ to Lake Galilee. (go)
2. Peter ____________________ many friends. (have)
3. His mother-in-law ____________________ a fever. (have)
4. Zebedee ____________________ the fishing. (do)

G. “What does he do?” is used to ask about a job.

1. His name is Simon. What does he do? He is a fisherman.
2. Her name is Mrs. Nash. What does she do? She is a teacher.
3. My name is ____________________. What do I do? I am a ____________________.
H. Oral Exercises—Choose the correct word and tell why it is correct.

1. Jesus _________________ at Simon’s house. (began, slept)
2. Simon _________________ to find Jesus. (wants, answered)
3. Yesterday I _________________ for my keys. (searched, search)
4. Jesus always _________________ to God. (prayed, told)
5. God _________________ prayer. (answer, answered)
6. He _________________ to the people. (preach, preaches)
7. Andrew _________________ James’ questions. (answered, preached)

IV. PRONUNCIATION

v /v/ voiced sound

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>very</td>
<td>everyone</td>
<td>have</td>
</tr>
<tr>
<td>village</td>
<td>fever</td>
<td>arrive</td>
</tr>
<tr>
<td>visit</td>
<td>arrived</td>
<td>leave</td>
</tr>
<tr>
<td>van</td>
<td>evening</td>
<td>of</td>
</tr>
</tbody>
</table>

Everyone arrived in the evening.
I have never visited that village.

V. WRITING

Copy the following paragraph.

When I pray, I talk with God. He helps me every day. He helps me know what to do next. Talking to God makes me happy.
UNIT 3, LESSON 1

VI. MEMORY VERSE: The Lord’s Prayer

“Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever. Amen.”

Matthew 6:9-13, KJV

VII. HOMEWORK

A. Write the plurals of these words.

1. I ____________________ 6. that ____________________
2. house ____________________ 7. village ____________________
3. place ____________________ 8. friend ____________________
4. this ____________________ 9. man ____________________
5. he ____________________ 10. preacher ____________________

B. Write the verbs to do/to go.

<table>
<thead>
<tr>
<th>Person</th>
<th>to do</th>
<th>to go</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>First</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Change these adjectives to adverbs by adding *ly*. The words ending in *y* must change the *y* to an *i*, then add the *ly*.

1. sad
2. dark
3. angry
4. happy
5. excited

D. Write the present tense of the verbs *to look/to pray*.

<table>
<thead>
<tr>
<th>Person</th>
<th>to look</th>
<th>to pray</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>First</td>
<td>I ________</td>
<td>we ________</td>
</tr>
<tr>
<td>Second</td>
<td>you ________</td>
<td>you ________</td>
</tr>
<tr>
<td>Third</td>
<td>he looks</td>
<td>they ________</td>
</tr>
<tr>
<td></td>
<td>she ________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>it ________</td>
<td></td>
</tr>
</tbody>
</table>

E. Copy the READING COMPREHENSION QUESTIONS from this chapter into your notebook. Also, write the answers to the questions.
Unit 3, Lesson 2

I. Very early the next morning, long before daylight, Jesus got up and left the house. He went out of town to a lonely place, where he prayed. But Simon and his companions went out searching for him, and when they found him, they said, “Everyone is looking for you.”

But Jesus answered, “We must go on to the other villages around here. I have to preach in them also, because that is why I came.”

Mark 1:35-38, GNB
A. Dialogue

SIMON: Jesus, why did You get up so early?

JESUS: I wanted to pray.

SIMON: But it was very early.
       It was before daylight.

JESUS: I wanted to talk to God, the Father.
       I needed to be alone with Him.

SIMON: Why did You need to talk to God?

JESUS: I needed to talk to God, the Father,
       about going to other villages. I came
       to preach about Him. They need God also.

SIMON: We searched for You and found You
       talking to God. Now we must pray, also.

JESUS: Yes, it is very early. You have time to pray.

B. Reading Comprehension Questions

1. What time did Jesus get up?
2. Was it dark?
3. Did He leave the house?
4. Where did He go?
5. What did He do?
6. What did Simon and his companions do?
7. Did they find Jesus?
8. Who was looking for Jesus?
9. What did Jesus answer?
10. What did Jesus do in the villages?
II. VOCABULARY

A. Repeat orally in class.

TEACHER: Jesus wanted to pray.

STUDENTS: Jesus wanted to pray.

TEACHER: Jesus went outside.

STUDENTS: Jesus went outside.

TEACHER: Jesus went outside because He wanted to pray.

STUDENTS: Jesus went outside because He wanted to pray.

TEACHER: Why did Jesus go outside?

STUDENTS: Jesus went outside because He wanted to pray.
B. Combine each of the following pairs of sentences into one good sentence.

1. Jesus left the house.
   Simon searched for Him.
   
   Why did Simon search for Jesus?

2. Jesus wanted to go.
   He wanted to preach in other villages.
   
   Why did Jesus want to go to the villages?

3. He went to a lonely place.
   He wanted to pray.
   
   Why did Jesus go to a lonely place?

4. He is not at home.
   Everyone is looking for Jesus.
   
   Why is everyone looking for Jesus?
C. Times of Day

6:00 o’clock

12:00 o’clock

3:00 o’clock

morning

noon

afternoon

7:00 o’clock

10:00 o’clock

12:00 o’clock

evening

night

midnight
D. Write the answers in your notebook.

1. When did Jesus go to pray? ____________________________
2. When did you go to bed? ____________________________
3. When did they eat? ____________________________
4. When did Jesus wake up? ____________________________
5. When do you want to leave? ____________________________

E. Use the word also in the sentences.

1. Simon and John are disciples. Andrew is ________________ a disciple.
2. Mary and Bob are students. I am ________________ a student.
3. Jesus got up very early. Simon ________________ got up early.
4. I am a teacher. Mr. Bent is ________________ a teacher.
5. It is night. It is ________________ very dark.

F. Fill in the blank using the correct buzz word: also, because, before, but, for.

1. Simon searched ________________ Jesus.
2. James and John ________________ searched for Him.
3. Jesus went outside ________________ He wanted to pray alone.
4. Jesus prayed ________________ He ate.
5. Simon fished ________________ Jesus did not.
6. People asked Jesus to pray to God ________________ them.
UNIT 3, LESSON 2

G. Answer the questions with the phrases: I don't know, I don't remember.

1. Where is your brother? ________________________________

2. Who's this? ________________________________

3. What day is tomorrow? ________________________________

4. Where did Jesus pray? ________________________________

5. Where was Simon's house? ________________________________

III. GRAMMAR AND DRILL

A. A prepositional phrase gives additional information in the sentence. It is made up of a preposition (in, on, at, after, etc.), an object, and its modifiers. The object is usually a noun or pronoun.

Prepositional phrase = preposition + noun or pronoun object + modifiers.

at the house in the early morning

at and in are used with some nouns that do not require the in the prepositional phrase (examples: school, church, work, and college.) The noun home can be used with or without at.

Is John at church? Is John at the church?
Is Toshio home? Is Toshio at home?
1. Practice by using the question word *where*. Answer the questions and underline the prepositional phrase.

   a. Where is James?
      He is in the house.

   b. Is John at home?
      No, he is at church.

   c. Is Sam’s wife at home?
      No, she is at work.

   d. Is Sam at school?
      No, he is at the church.

2. Practice with the following dialogue.

   STUDENT A: Is Sam at home?
   STUDENT B: No, he is not at home. Is Jack at Sam’s house?
   STUDENT C: Yes, he is in the living room. Is John with Sam?
   STUDENT D: No, he is at the church.
UNIT 3, LESSON 2

3. Use the article the if it is required.
   a. He is in _______ bedroom.
   b. His wife is at _______ school.
   c. James is at _______ work.
   d. Zebedee is at _______ lake.
   e. Simon is in _______ house.

B. Pronouns

<table>
<thead>
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<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td><strong>Possessive</strong></td>
</tr>
<tr>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
</tbody>
</table>

1. The possessive pronoun comes before the noun.
   This is my book.   These are our books.
   That is your pencil.   Those are your pencils.
   This is his net.   These are their nets.
   That is her sister.

2. Write in the correct possessive pronoun.
   a. James gave John _______ nets.
   b. They asked for _______ father to come.
   c. I searched for _______ friend.
   d. We answered _______ mother.
   e. Will you give me _______ help.
   f. Did we speak to _______ brother yet?
   g. I need to tell _______ mother-in-law.
C. Verbs. The present tense of the verb is formed from the basic (infinitive) form of the verb.

<table>
<thead>
<tr>
<th>to return</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>I return</td>
</tr>
<tr>
<td>you return</td>
</tr>
<tr>
<td>he returns</td>
</tr>
<tr>
<td>she returns</td>
</tr>
<tr>
<td>it returns</td>
</tr>
</tbody>
</table>

In the simple present tense, *he, she,* and *it* (the third person singular) require an **s** or **es** to be added to the verb.

he returns   she goes   it starts

To form a question with a verb of the present tense (except to be), use the helping form **do.** Use **does** with *he/she/it.*

Review: The basic form of the verb is always used after **do, does.**

**Singular**  **Plural**
I return. Do I return?   We return. Do we return?
You return. Do you return?   You return. Do you return?
He returns. Does he return?   They return. Do they return?
She returns. Does she return?   
It returns. Does it return?

Examples:

Statement:   They follow Jesus.
Question:    Do they follow Jesus?
UNIT 3, LESSON 2

Make statements and questions with the following verbs:

1. meet  
   I meet ___________________________  
   Do I meet ___________________________

2. come  
   He ___________________________

3. talk  
   They ___________________________

4. see  
   You ___________________________

5. go  
   We ___________________________

6. touch  
   She ___________________________

IV. PRONUNCIATION

Short vowel. a / ā/ as in apple.

In a short word where there is one vowel, that vowel is usually short.

nap  nab  bat  sat  pad  pat
mat  rat  bag  rag  pass  bass
man  pan  bad  dad  van  vat

Add consonant sounds to the / ā/, as, bad, bag, bat.

   ba  pa  sa  za  va

V. WRITING

A. Copy the following paragraph into your notebook.

   I get up early in the morning. It is seven o’clock when I wake up. It is not dark. Later in the day, I come to class at three o’clock. I go home at four o’clock.

B. Write a paragraph about yourself. Use the paragraph above as a model.
VI. MEMORY VERSE

“Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil: For thine in the kingdom, and the power, and the glory, for ever. Amen.”

Matthew 6:9-13, KJV

VII. HOMEWORK

A. Use the word also in the sentences.

1. I get up at 7 o’clock. My family ____________ gets up at 7 o’clock.

2. I go to bed late. My husband ____________ goes to bed late.

3. He prays everyday. I ____________ pray everyday.


B. Change these sentences to plural. Every underlined word must be changed or left out.

1. This clock is on the table.

2. I have this book.

3. He is a man.

4. That man is praying.
UNIT 3, LESSON 2

C. Fill in the blank with the prepositions in or at.

1. My sister is ________ home.
2. I am here ________ class.
3. Jesus left ________ the early morning.
4. Meet me ________ school.
5. He is ________ the house, but my friend is not home.

D. Underline the prepositional phrases in the following sentences.

1. Early in the morning, Jesus went outside.
2. Simon is asleep at home.
3. He looks in the room for Sam.
4. Sam prays on his knees.
5. Make time for God every day.
6. Pray early in the day.
E. **Fill in the blank with the correct form of the verb.**

1. Jesus _____________ outside to pray. (go)

2. He ________________ time to talk to God. (have)

3. Peter _______________ the house to find Jesus. (leave)

4. The disciples _______________ Jesus in a lonely place. (find)

5. I ________________ happy to pray. (to be)

6. She ________________ pleased to talk to God. (to be)

F. **Present tense verbs. Form questions from the statements.**

1. I answer. ___________________________
   
   Do I answer?

2. He prays. ___________________________

3. We search. ___________________________

4. Jesus sleeps. ___________________________

5. Mary wants. ___________________________

6. The disciples wake up. ___________________________
Unit 3, Lesson 3

I. Very early the next morning, long before daylight, Jesus got up and left the house. He went out of town to a lonely place, where he prayed. But Simon and his companions went out searching for him, and when they found him, they said, "Everyone is looking for you."

But Jesus answered, "We must go on to the other villages around here. I have to preach in them also, because that is why I came."

Mark 1:35-38, GNB
A. Dialogue

ANDREW: Where’s John?

SIMON: He’s fishing in his boat because he wanted to catch many fish early this morning.

ANDREW: I told him he could use our boat. Simon, whose nets are these?

SIMON: These are our nets. John wanted to use his nets today.

B. Reading Comprehension Questions

1. Who asks about John?
2. Who answers Andrew?
3. Where’s John?
4. Whose boat is John fishing from?
5. What does John want to catch?
6. What did Andrew tell John?
7. Whose nets did John use?
II. VOCABULARY

Vocabulary Expansion:

A. Definitions

**disciple:** A believer in the thought and teaching of a leader. A follower.

**friend:** A person who knows and likes another.

**companion:** One who goes along with and shares.

B. **Fill in the blanks.**

To follow a great leader is to become a __________. People who work together and walk together are __________. A special person is your __________.
C. **Fill in the blank using friend, disciple, or companion.**

Jesus called James, John, Peter, and Andrew to be His ________ 1. James and John are brothers, but they are also ________ 2 with Simon and Andrew. All the ________ 3 are ________ 4 of Jesus. One who follows Jesus is a ________ 5. A teacher can also be a ________ 6. A disciple can be a ________ 7 and a ________ 8. 

D. **Definitions**

*to look for* and *to search (for)* are sometimes interchangeable. One of the many meanings of *to look for* is *to search*. *Search* is the more formal of the two words. Another meaning of *to look for* is *to expect*.

Example: I'll look for you at 6 o'clock.

*to see*: to use the eyes. It is not interchangeable with *to look for* or *to search*, but it is often used with these words.

Example:

John lost his knife. He **looked for** the knife in the boat. He **looked for** the knife in Peter's house. He **searched for** the knife by the lake. John did not **see** the knife. When John **searched for** the knife, he did not **look for** it in his father's house. He did not **see** it on the table.

Fill in the blanks with *to look for, to search for, or to see*. Be sure to use the correct verb form. Check the spelling.

Everyone needs God. Each person must ________ God in his own way.

When a person ________ God, he finds God. Although a person cannot ________ God, he can ________ God and find Him.
E. Definitions

_to say, said:_ to speak; to put into words.

Examples: He _said_ for me to come home.
Jesus _said_, “I pray to God.”

_to tell, told:_ to put into words, to say.

Examples: He _told_ me a story.
Jesus _told_ Simon he wanted to pray.

_to talk, talked:_ to use words, to speak.

Examples: I _talk_ to my friends.
He _talked_ to his disciples.

_to speak, spoke:_ to say words, to talk.

Examples: John _spoke_ to James about Jesus.
Jesus _speaks_ many good words.

_to answer, answered:_ to reply. It is used after another person has spoken or asked a question.

Examples: “Are you coming?” Jesus _asked_. “Yes,” Peter _answered_.

_to preach, preached:_ to speak on a religious subject.

Examples: The pastor _preaches_ every Sunday morning.
Jesus _preached_ to the people.
F. Use the correct verb to fill in the blanks. More than one word can often be used.

The disciples ________________ 1 to Jesus, “Everyone is looking for You.”

Jesus ________________ 2, “I have to ________________ 3 to other villages around here.” Jesus wanted to ________________ 4 to people everywhere.

He wanted to ________________ 5 to them about God.

III. GRAMMAR AND DRILLS

A. Pronouns

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personal</td>
<td>Possessive</td>
</tr>
<tr>
<td>First</td>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>Second</td>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>Third</td>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td></td>
<td>she</td>
<td>her</td>
</tr>
</tbody>
</table>

1. The possessive pronoun comes before the noun.

This is my book.               These are our books.
That is your pencil.           Those are your pencils.
This is his net.               These are their nets.
That is her sister.            Those are their sisters.

2. Write in the correct possessive pronouns.

a. James gave John ___________ nets.

b. They asked for ___________ father to come.

c. I searched for ___________ friend.

d. We answered ___________ mother.

e. Will you give ___________ help?
UNIT 3, LESSON 3

f. Did we speak to _______________ brother yet?

g. I need to tell _______________ mother-in-law.

3. Answer these questions orally.
   a. Whose book is this?
   b. Whose pencil is that?
   c. Whose net is this?
   d. Whose sister is that?

B. Singular/plural—write the plural of these words.

1. my __________________________ 11. man __________________________
2. is ____________________________ 12. he ____________________________
3. this __________________________ 13. father __________________________
4. net ____________________________ 14. boat __________________________
5. that __________________________ 15. day __________________________
6. your __________________________ 16. I __________________________
7. am ____________________________ 17. pencil __________________________
8. she ____________________________ 18. woman __________________________
9. home __________________________ 19. bus __________________________
10. student _________________________ 20. key __________________________
C. Verbs

1. Underline the present tense verbs in the following sentences.
   a. The man sleeps late.
   b. The disciples search for Jesus.
   c. Jesus preaches to the other villages.

2. Change these sentences into questions.
   a. Everyone searches for the nets.
   b. I leave the house early in the morning.
   c. The teacher wants to go to the other villages.

3. To form the negative of the present tense verb use *don't* (do not) and *doesn't* (does not) plus the basic form of the verb.

   **Singular**               **Plural**
   I don't answer            we don't answer
   you don't answer          you don't answer
   he doesn't answer         they don't answer
   she doesn't answer        it doesn't answer

Note carefully: The basic form of the verb—without *s* or *es* is ALWAYS used after both *don't* and *doesn't*.

- do not = *don't*
- does not = *doesn't*

The contracted forms are almost always used both in conversation and in writing.

Examples:

   Simon *doesn't* get up early in the morning.
   The disciples *don't* go with Jesus to pray.
   Simon, James, and John *don't* search for Jesus in a lonely place.
   Simon *doesn't* look for Jesus in the boat.
4. Change the following sentences first into questions, then into negative statements.

Example: Simon leaves the house long before daylight.
Does Simon leave the house before daylight?
Simon doesn’t leave the house before daylight.

a. Simon goes out of town to a lonely place.

Does ____________________________________________?
Simon ____________________________________________.

b. Simon and his companions go out searching for Jesus.

__________________________________________________
__________________________________________________.

c. Simon and his companions find Him in a lonely place.

__________________________________________________?
__________________________________________________.

d. They say, “Everyone is looking for You.”

__________________________________________________?
__________________________________________________.

e. Jesus answers, “We must go to other villages.”

__________________________________________________?
__________________________________________________.
IV. PRONUNCIATION

A. Short vowel e /ɛ/ as in egg.

<table>
<thead>
<tr>
<th>egg</th>
<th>bed</th>
<th>set</th>
</tr>
</thead>
<tbody>
<tr>
<td>enter</td>
<td>left</td>
<td>else</td>
</tr>
<tr>
<td>end</td>
<td>men</td>
<td>send</td>
</tr>
<tr>
<td>every</td>
<td>next</td>
<td>yes</td>
</tr>
</tbody>
</table>

B. Review

<table>
<thead>
<tr>
<th>ba—be</th>
<th>pa—pe</th>
<th>sa—se</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta—te</td>
<td>va—ve</td>
<td>za—ze</td>
</tr>
</tbody>
</table>

V. WRITING

Write the core sentences in Unit 3, Lesson 1. Copy the Lord’s Prayer which you will find under the heading “Memory Verse.”

VI. SEQUENCE

Tell the story in class.
VII. ADAPTATION

Answer orally as many of the questions as you can. Read the questions out loud many times.

1. Have you ever searched for things in the dark? Tell about searching for something in your house.
2. What do you like to do very early in the morning?
3. When is a good time to pray?
4. When do you like to be alone?
5. Tell me about the last time you prayed about a problem. Can you tell about the problem?

VIII. MEMORY VERSE

“Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever. Amen.”

Matthew 6:9-13, KJV
Unit 3, Practice Exercises

A. Review the verb to be. Put adjectives with the simple to be sentences. Complete each sentence with an adjective that gives the sentence meaning. (sick, well, happy, light, dark, asleep, awake, lonely). Then change each sentence to a question.

Example:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am lonely</td>
<td>Am I lonely?</td>
</tr>
<tr>
<td>1. I</td>
<td>I?</td>
</tr>
<tr>
<td>2. You</td>
<td>you?</td>
</tr>
<tr>
<td>3. He</td>
<td>he?</td>
</tr>
<tr>
<td>4. She</td>
<td>she?</td>
</tr>
<tr>
<td>5. It</td>
<td>it?</td>
</tr>
<tr>
<td>6. We</td>
<td>we?</td>
</tr>
<tr>
<td>7. You</td>
<td>you?</td>
</tr>
<tr>
<td>8. They</td>
<td>they?</td>
</tr>
</tbody>
</table>

B. Write the opposite of the following words.

1. morning
2. night
3. asleep
4. happy
5. before
6. dark
7. outside
8. midnight
9. early
10. male
11. yes
12. women
13. well
14. brother
UNIT 3, PRACTICE EXERCISES

C. **Combine the two sentences into one. Use one of the buzz words: because, but, and, before.**

1. Jesus left the house. He wanted to pray.
   
   Jesus left the house because He wanted to pray.

2. Jesus wanted to be alone. He wanted to talk to God.

3. Simon searched for Jesus. He was not in the house.

4. Simon and the companions searched for Jesus. They found Him.

5. Jesus wanted to go to other villages. He wanted to preach to them also.

D. **Fill in the blanks about the uses of the question words.**

1. **Who** asked questions about ____________________________.

2. **What** asks questions about ____________________________.

3. **Where** asks questions about ____________________________.

4. **Why** asks questions about ____________________________.

5. **When** asks questions about ____________________________.

E. **Fill in the blank with at or in.**

1. Simon is ________________ church.

2. James is ________________ the kitchen, but Andrew is ________________ work.

3. John is fishing ________________ the boat.

4. He caught a fish ________________ his net.

5. Is your wife ________________ home?
F. Change the verbs to third person singular by changing I to he. Check the spelling carefully.

1. I arrive.  ____________________  11. I worry.  ____________________
2. I catch.  ____________________  12. I answer.  ____________________
3. I come.  ____________________  13. I pray.  ____________________
5. I help.  ____________________  15. I tell.  ____________________
6. I see.  ____________________  16. I am.  ____________________
7. I take.  ____________________  17. I leave.  ____________________
8. I talk.  ____________________  18. I preach.  ____________________
9. I walk.  ____________________  19. I say.  ____________________
10. I sleep.  ____________________  20. I want.  ____________________

G. A noun is the name of a person, place, or thing. Underline the nouns in the following sentences:

1. Simon was asleep.
2. John left the house.
3. The friends found Jesus.
4. Many villages needed Jesus.

H. Use the correct possessive pronouns.

1. Simon introduced Jesus to _______________ mother-in-law.
2. Simon said, “Come to _______________ house.”
3. James’ wife is happy that Mary is _______________ friend.
4. We are happy in _______________ village.
UNIT 3, PRACTICE EXERCISES

5. Simon and Andrew used _______________ nets.


7. Simon said to Jesus, “Come to _______________ house.”

8. Simon helped _______________ brother.

9. Zebedee said to John, “Put the nets in _______________ boats.”

10. Simon and Andrew give Jesus _______________ help.

I. Change the demonstrative adjective and noun from singular to plural.

1. this boat these boats

2. this day

3. that brother

4. this family

5. that fish

6. this man

7. that net

8. this shore

9. that son

10. this bed

11. this class

12. that pen

13. this bus

14. this church

15. that house

16. this father

17. that name

18. this home

19. this sister

20. that school
J. Pronounce these plural nouns.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/es/</th>
<th>/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>boats</td>
<td>classes</td>
<td>days</td>
</tr>
<tr>
<td>nets</td>
<td>buses</td>
<td>brothers</td>
</tr>
<tr>
<td>lakes</td>
<td>churches</td>
<td>families</td>
</tr>
<tr>
<td></td>
<td>houses</td>
<td>pens</td>
</tr>
<tr>
<td></td>
<td></td>
<td>homes</td>
</tr>
</tbody>
</table>

K. Irregular noun plurals—memorize these:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>fish</td>
<td>fish</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
</tbody>
</table>

L. Irregular verbs. Some verbs are irregular in their forms and must be memorized. Make these present tense negative. Those studied so far are:

1. catch, caught  (he catches)  He doesn’t catch
2. come, came    (he comes)     
3. get, got       (he gets)      
4. go, went       (he goes)      
5. have, had      (he has)       
6. leave, left    (he leaves)     
7. sleep, slept   (he sleeps)    
8. see, saw       (he sees)      
9. take, took     (he takes)     
10. wake up, woke up  (he wakes up)  
11. say, said     (he says)      

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UNIT 3, PRACTICE EXERCISES

M. Change these present tense forms to the present tense question. Do not change the personal pronoun.

1. I come  ___________  Do I come?  ___________
2. They catch  ___________  8. You sleep  ___________
3. She goes  ___________  9. I take  ___________
4. It has  ___________  10. We wake up  ___________
5. They leave  ___________  11. He gets  ___________
6. She says  ___________

N. NEW VOCABULARY, UNIT 3

<table>
<thead>
<tr>
<th>Nouns of Time</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Buzz Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>afternoon</td>
<td>to answer, answered</td>
<td>asleep</td>
<td>also</td>
</tr>
<tr>
<td>day</td>
<td>to pray, prayed</td>
<td>awake</td>
<td>because</td>
</tr>
<tr>
<td>daylight</td>
<td>to preach, preached</td>
<td>dark</td>
<td>before</td>
</tr>
<tr>
<td>midnight</td>
<td>to search, searched</td>
<td>early</td>
<td>but</td>
</tr>
<tr>
<td>morning</td>
<td>to sleep, slept</td>
<td>light</td>
<td>for</td>
</tr>
<tr>
<td>night</td>
<td>to want, wanted</td>
<td>lonely</td>
<td></td>
</tr>
<tr>
<td>noon</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Two-Word Verbs</th>
<th>Adverbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>why</td>
<td>to get up, got up</td>
<td>very</td>
<td>everyone</td>
</tr>
<tr>
<td>when</td>
<td>to wake up, woke up</td>
<td>long</td>
<td>place</td>
</tr>
<tr>
<td></td>
<td>to go on, went on</td>
<td>before</td>
<td>preacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>prayer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>village</td>
</tr>
</tbody>
</table>
UNIT 3, PRACTICE EXERCISES

Vocabulary Expansion

To Put Into Words | People Words | To Look
--- | --- | ---
to answer, answered | friend | to look for, looked for
to preach, preached | disciple | to search for, searched for
to say, said | companion | to see, saw
to speak, spoke
to talk, talked
to tell, told

O. Related Words

1. Some words in English are related. The position of the word in the sentence is very important. Related words increase the vocabulary very quickly.

General position of words in a sentence:

Subject + verb + complement (words that complete, make clearer, the subject or verb)
Simon was asleep.

Adjective + noun + verb + prepositional phrase
The happy man spoke for two hours.

Noun + verb + adverb + prepositional phrase
John walked sleepily to the lake.

2a. These words are used in sentences in 2b.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>asleep, sleepy</td>
<td>sleep</td>
<td>to sleep</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td>answer</td>
<td>to answer</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td>search, searcher</td>
<td>to search</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td>speaker, speech</td>
<td>speak</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td>prayer</td>
<td>to pray</td>
<td></td>
</tr>
</tbody>
</table>

sleepily
UNIT 3, PRACTICE EXERCISES

2b. Sentences using the related words from the preceding list.

a. Adjective: Simon was not asleep. This is a very sleepy child.
Noun: Sleep comes late.
Verb: Some people sleep too much.
Adverb: He sleepily answered the telephone.

b. Noun: I don’t know the answer to the question.
Verb: Jesus answered His disciples.

c. Noun: The search for Jesus took hours.
Noun: The searchers were tired and sleepy.
Verb: I search for God.

d. Noun: Our speaker tonight is Dr. Ruby Smith.
Noun: I forgot my speech.
Verb: When I pray, I speak to God.

e. Noun: Prayer is talking to God.
Verb: Jesus prays to God.

P. A DEEPER LOOK

1. Why did Jesus need a special time to be alone with God?
2. How does daily prayer help people?
3. How do we learn to pray?
4. How can a person learn to pray every day?
I. A few days later Jesus went back to Capernaum, and the news spread that he was at home. So many people came together that there was no room left, not even in front of the door. Jesus was preaching the message to them when four men arrived, carrying a paralyzed man to Jesus.

Mark 2:1-3, GNB
UNIT 4, LESSON 1

A. Dialogue

REBECCA:  Listen. Jesus is back in Capernaum. He is going to preach tomorrow.
MARY:  Really? Do you think many people will come to hear Him?
REBECCA:  I don’t know, but many people want to be healed.
MARY:  I am going early.

B. Core Sentences

1. Jesus went back to Capernaum.
2. Everyone heard the news.
3. Jesus was in the house.
4. Many people came.
5. The room was crowded.
6. No one else could come in.
7. Jesus preached a message.
8. Four men came.
9. They carried a man.
10. The man could not walk.
11. The man was paralyzed.

C. Reading Comprehension Questions

1. When did Jesus go back to Capernaum?
2. How did the people know He was there?
3. How many people came together?
4. Was there room in front of the door?
5. Who was preaching?
6. How did the paralyzed man get there?
7. How many men arrived with him?
II. VOCABULARY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Question Words</th>
<th>Two-Word Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>message</td>
<td>to carry, carried</td>
<td>how many</td>
<td>to go back</td>
</tr>
<tr>
<td>news</td>
<td>to spread, spread</td>
<td>how much</td>
<td>went back</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverbs</th>
<th>Adjectives</th>
<th>Buzz Words</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>later</td>
<td>paralyzed</td>
<td>even</td>
<td>Capernaum</td>
</tr>
<tr>
<td>out</td>
<td>few</td>
<td>not even</td>
<td></td>
</tr>
<tr>
<td>so</td>
<td>left</td>
<td></td>
<td></td>
</tr>
<tr>
<td>together</td>
<td>many</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Opposites

ahead .................................. behind
a few .................................. many
in ...................................... out
in front of ............................ in back of
over .................................... under

A. Action Verbs

1. **to carry, carried** (carrying, carries): To take a thing
   or a person from one place to another.
   
   a. I **carry** my books today.
   b. They are **carrying** a paralyzed man.
   c. He **carried** all the books to class yesterday.

2. **to spread, spread**: to cause to cover a large or larger area.
   
   a. The news about Jesus **spread** from village to village.
   b. Jesus is **spreading** the Good News about God.
   c. Yesterday, the news **spread** that Jesus helped
      Simon's mother-in-law.
UNIT 4, LESSON 1

B. Nouns

1. message: words sent from one person to another.

2. news: something told as just having happened.

Fill in the blanks with nouns from the list above.

1. Tell Mother I have a _______________ from Father.

2. Have you heard the _______________?

C. Adverb practice—answer the question with the correct adverb.

1. When will he come? He comes _______________. (later, so)

2. Why did he come? He came _______________ to be healed. (out, later)

3. How many people were there? There were _______________ many people the house was full. (so, together)

4. How did they come? They came _______________ by boat. (together, so)
D. Adjectives—they tell about nouns.

1. **few**: not many

   I saw a few people in class today.

2. **left**: opposite of right; belonging to the side of the less-used hand (in most people).

   This is my left hand.

   I sleep on my left side.

3. **many**: a great number.

   I saw many people with Jesus.

4. **paralyzed**: loss of power of motion or feeling.

   The paralyzed man looks for Jesus.
III. GRAMMAR AND DRILL

A. Use the opposite word in the sentence.
   1. A few days later, Jesus returned.
   2. People could not stand in back of the room.
   3. Come in and talk to us.
   4. Sam threw the ball over the house.
   5. Men walk ahead of their wives in some countries.

B. To answer a question that begins with how many, use a number or a word such as a few, or so many.

Example:
   How many disciples walked with Jesus?
   A few disciples walked with Jesus.
   Many disciples walked with Jesus.
   Twelve disciples walked with Jesus.

How much asks for an answer in a math problem. For how much, a person must count and give an answer.

Example:
   How much is 2 + 2?
   It is 4.

Answer the questions:

1. How many men carried the paralyzed man? ____________________________

2. How many people came to see Jesus? ________________________________

3. How much is 8 + 10? ________________________________

4. How much money is in your pocket? ________________________________

5. How much time do you have to learn English? ______________________

6. How many people are in this room? ________________________________
C. Preposition Practice

1. **in**
   
   The fish is **in** the net.

2. **on**
   
   The book is **on** the table.

3. **in front of**
   
   Simon stood **in front of** the door.

4. **in back of**
   
   The paralyzed man was **in back of** many people.
5. **at**

John was **at** home.

6. **out (of)**

Jesus walked **out of** the house.

7. **ahead (of)**

A disciple went **ahead of** the others to tell the people that Jesus was coming.

8. **behind**

The four men were **behind** the crowd and could not see Jesus.
IV. PRONUNCIATION

A. Short vowel /ɨ/ as in in and is.

  big  did  is  ill
  pin  bib  in  if
  him  sin  it  itch

B. Review /æ/ /ɛ/ /ɨ/

  bat  pat  sat  zap  vat
  bet  pet  set  zest  vet
  bit  pit  sit  zip  vim

V. WRITING

A. Copy the READING COMPREHENSION QUESTIONS in the lesson in your notebook.

B. Write the answers.

VI. MEMORY VERSE

“Come to me, all of you who are tired from carrying heavy loads, and I will give you rest.”

Matthew 11:28, GNB
VII. HOMEWORK

A. Write the present tense of to carry and to spread. Follow the example for to help given below.

Example:

<table>
<thead>
<tr>
<th>to help</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>I help</td>
<td>we help</td>
</tr>
<tr>
<td>Second</td>
<td>you help</td>
<td>you help</td>
</tr>
<tr>
<td>Third</td>
<td>he helps</td>
<td>they help</td>
</tr>
<tr>
<td></td>
<td>she helps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>it helps</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>to carry</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>I ______</td>
<td>we ______</td>
</tr>
<tr>
<td>Second</td>
<td>you ______</td>
<td>you ______</td>
</tr>
<tr>
<td>Third</td>
<td>he ______</td>
<td>they ______</td>
</tr>
<tr>
<td></td>
<td>she ______</td>
<td></td>
</tr>
<tr>
<td></td>
<td>it ______</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>to spread</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>I ______</td>
<td>we ______</td>
</tr>
<tr>
<td>Second</td>
<td>you ______</td>
<td>you ______</td>
</tr>
<tr>
<td>Third</td>
<td>he ______</td>
<td>they ______</td>
</tr>
<tr>
<td></td>
<td>she ______</td>
<td></td>
</tr>
<tr>
<td></td>
<td>it ______</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 4, LESSON 1

B. **Underline the verb in the following sentences. Circle the prepositional phrase.**
   1. I leave for church on Sunday morning.
   2. She is sick in bed with a fever.
   3. Simon’s wife tells Simon about her.
   4. James goes out of the house.
   5. Is Simon at home with Andrew?

C. **Make these sentences plural. Change the underlined words.**
   1. This man is happy. ________________________________________
   2. He opens this door. ________________________________________
   3. My friend is here. ________________________________________
   4. This class is easy. ________________________________________
   5. That boy is happy. ________________________________________

D. **Answer the questions.**
   1. What month comes after December? ____________________________
   2. What month comes after February? ____________________________
   3. What month comes after April? ______________________________
   4. What month comes after September? __________________________
   5. What month comes after May? ________________________________
   6. What day is today? _________________________________________
   7. What day comes before Monday? ______________________________
   8. What day comes before Tuesday? ______________________________
   9. What day comes before Thursday? _____________________________
  10. What day comes before Sunday? _______________________________
I. A few days later Jesus went back to Capernaum, and the news spread that he was at home. So many people came together that there was no room left, not even in front of the door. Jesus was preaching the message to them when four men arrived, carrying a paralyzed man to Jesus. Because of the crowd, however, they could not get the man to him. So they made a hole in the roof right above the place where Jesus was. When they had made an opening, they let the man down, lying on his mat. Seeing how much faith they had, Jesus said to the paralyzed man, “My son, your sins are forgiven.”

Mark 2:1-5, GNB

A. Dialogue

DAVID: I am so excited. So many people listen to our teacher.

SAMUEL: How many people are in this room?

DAVID: Too many. Look up, Samuel. I see a man making a hole in the roof.

SAMUEL: Oh, my! Look, a paralyzed man is coming through the hole.

DAVID: Yes, I see four men letting him down through the hole.
B. Core Sentences
1. A crowd listened to Jesus.
2. The room was too crowded.
3. The paralyzed man could not enter the room.
4. Four men made a hole in the roof.
5. The hole was above Jesus.
6. They let the man down.
7. Jesus saw the faith of the four men.
8. Jesus forgave the sins of the man.

C. Reading Comprehension Questions
1. What village is Jesus going to?
2. What are the people spreading?
3. How many people came together?
4. Who is preaching the message?
5. Who arrives?
6. What are they carrying?
7. Why couldn’t they get the man to Jesus?
8. What are they making in the roof?
9. Where was the opening?
10. What is the man doing?
11. What does Jesus see?
12. What does Jesus say to the man?

II. VOCABULARY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Buzz Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>crowd</td>
<td>to forgive, forgave</td>
<td>above</td>
</tr>
<tr>
<td>faith</td>
<td>to let, let</td>
<td>however</td>
</tr>
<tr>
<td>hole</td>
<td>to lie (down), lay (down)</td>
<td>right above</td>
</tr>
<tr>
<td>mat</td>
<td>to make, made</td>
<td></td>
</tr>
<tr>
<td>opening</td>
<td>to open, opened</td>
<td></td>
</tr>
<tr>
<td>place</td>
<td>to trust, trusted</td>
<td></td>
</tr>
<tr>
<td>roof</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 4, LESSON 2

A. Action Verbs

1. to forgive, forgave: to give up the wish to punish or get even with.
   a. God forgives my sins.
   b. Jesus is forgiving the sins of the paralyzed man.
   c. He forgave me, and I am happy inside.

2. to let, let: not to stop from doing or having something; to let down: lower
   a. Please let me see James about my friend.
   b. The four men are letting down their friend into the room.
   c. Yesterday David let them come with him.

3. to lie (down), lay (down): (lying) to rest one’s body in a flat position along the ground or other surface.
   a. Please lie down and sleep.
   b. The paralyzed man is lying on his mat.
   c. After He prayed, Jesus lay down to sleep.

4. to make, made: to bring into being; to put together.
   a. I make nets to catch fish.
   b. He is making me happy.
   c. They made a hole in the roof.
5. **to open, opened**: to make available for use, entry, or passage; not shut; not closed.
   
a. I *open* my book in class.
b. I am *opening* the door.
c. He *opened* his heart to God.

6. **to trust, trusted**: to believe in honesty, truthfulness, justice, or power of a person or thing; to have faith in.
   
a. The little girl *trusts* her father to care for her.
b. The paralyzed man is *trusting* in Jesus.
c. The disciples *trusted* Jesus to help many people.

**B. Nouns**

1. **crowd**: a large number of people together.

2. **faith**: believing without proof; to trust.

3. **hole**: an open place.

4. **mat**: a piece of coarse fabric, grass, or straw. A small rug.
5. **opening**: an open or clear space.

6. **place**: the part of space occupied by a person or thing.

7. **roof**: top covering of a building.

8. **sin**: breaking the law of God; wrongdoing.

**Fill in the blank with the correct noun.**

1. Jesus said, "Your ___________ are forgiven."

2. The four men made a ___________ in the ___________.

3. The ___________ is so large there is no place for five more people.

4. The four men trusted Jesus. They had great ___________.

5. The man was lying on a ___________.

6. On the roof, the men made a ___________.

7. "Let him down above the ___________ where Jesus is," the friend said.
III. GRAMMAR AND DRILL

A. Present Tense

1. Underline the present tense of verbs in the following sentences:
   a. The people arrive in Capernaum.
   b. They come to hear the teacher.
   c. Four men take a sick friend to Jesus.
   d. They see many people at the house.
   e. Jesus preaches to the crowd of people.
   f. Jesus forgives the sick man.

2. Complete the sentence with the present tense of the verb indicated.
   a. I _______________ the crowd that Jesus is coming.  (tell)
   b. I _______________ happy to see him.  (to be)
   c. He _______________ the news about town.  (spread)
   d. The man _______________ here.  (arrive)
   e. All the people _______________ to talk to him.  (want)
   f. He _______________ to the crowd.  (preach)

3. Change the first person singular to third person singular.
   a. I am excited that Jesus is here.  
   b. I want to see Jesus.  
   c. I make time to see him.  
   d. I take a friend to Jesus.  
   e. I have faith that Jesus forgives my sins.
B. **Present Continuous Tense**

The present continuous tense of the verb shows that present action is continuing, or that it is taking place now.

1. **Statement:**

   I **am reading** a book.
   Simon **is opening** the door.
   The men **are making** a hole in the roof.

   a. **Explanation**

   To form the present continuous tense, use the verb **to be** and the main verb plus an **ing** ending.

<table>
<thead>
<tr>
<th>to be</th>
<th>Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Singular</td>
</tr>
<tr>
<td>First</td>
<td>I am</td>
</tr>
<tr>
<td>Second</td>
<td>you are</td>
</tr>
</tbody>
</table>
   | Third  | he is
           | she is
           | it is     | they are |

   I **am going** home.
   I **am listening** now.
   I **am writing** in my notebook.
   I **am sitting** in class now.
To form the present continuous tense:

\[ \text{to be} + \text{verb} + \text{ing} = \text{present continuous tense} \]

- am  go    ing  =  am going
- are  tell ing  =  are telling
- is  talk  ing  =  is talking

b. Underline all the present continuous verbs found in the following paragraph:

Jesus is preaching to the crowd now. The people are listening to Jesus. The four men are making a hole in the roof. The paralyzed man is lying on his mat. He is coming down into the house. The man is looking at Jesus. Jesus is forgiving the sins of the man.

When the verb is changed from the present to the present continuous tense, the time is usually changed.

Examples:

Every day Jesus \textit{prays} to God.
Jesus \textit{is praying} now.

Simon often \textit{catches} fish in his boat.
Simon \textit{is catching} fish now.

c. Change the verbs to present continuous tense and add the word \textit{now}.

(1) The man \textit{preaches} about God.

(2) I \textit{tell} about Jesus.

(3) We \textit{talk} to everyone about Jesus.

(4) The disciples \textit{teach} the people.

(5) We \textit{look for} Jesus.
2. Present Continuous Questions

a. Explanation

To make a question using the present continuous, place the auxiliary verb *to be* before the subject and use a question mark at the end.

To make a statement:

Subject + *to be* + verb + *ing* + end of the sentence
Jesus is coming to Capernaum

To form a question:

*To be* + subject + verb + *ing* + end of the sentence
Is Jesus coming to Capernaum

b. Make these sentences into questions:

Example:

The friends are making a hole in the roof.
Are the friends making a hole in the roof?

(1) I am telling everyone.

(2) Jesus is healing many people.

(3) The crowds are talking about Jesus.

(4) The man is preaching tonight.

(5) The paralyzed man is lying on the mat.
c. Change these sentences into questions. Answer in the short answer form. The answer is either **Yes** or **No**.

**Example:** She is catching the excitement.

Is she catching the excitement?

Yes, she is.

(1) We are searching for God.

(2) Simon is praying for his friends.

(3) The disciples are walking with him.

(4) Simon is praying.

(5) The teacher is arriving today.
3. Present Continuous Negative
   
   a. Explanation

   There are two ways to form the negative contractions (exception: first person singular, I am not.)

<table>
<thead>
<tr>
<th>Not</th>
<th>Contraction 1</th>
<th>Contraction 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not coming.</td>
<td>I'm not coming.</td>
<td></td>
</tr>
<tr>
<td>You are not coming.</td>
<td>You're not coming.</td>
<td>You aren't coming.</td>
</tr>
<tr>
<td>He is not coming.</td>
<td>He's not coming.</td>
<td>He isn't coming.</td>
</tr>
<tr>
<td>She is not coming.</td>
<td>She's not coming.</td>
<td>She isn't coming.</td>
</tr>
<tr>
<td>It is not coming.</td>
<td>It's not coming.</td>
<td>It isn't coming.</td>
</tr>
<tr>
<td>We are not coming.</td>
<td>We're not coming.</td>
<td>We aren't coming.</td>
</tr>
<tr>
<td>You are not coming.</td>
<td>You’re not coming.</td>
<td>You aren't coming.</td>
</tr>
<tr>
<td>They are not coming.</td>
<td>They’re not coming.</td>
<td>They aren’t coming.</td>
</tr>
</tbody>
</table>

   Either contraction is correct.

   Example: You are = You’re not, or You aren’t.

   b. Make the following sentences negative:

   (1) Mary is making friends.
   (2) The men are making a hole in the roof.
   (3) They are letting the man down through the roof.
   (4) John is helping the sick man.
   (5) Simon is coming to Capernaum.

IV. PRONUNCIATION
   
   A. Short vowel o /o/ as in odd or job

   not    bog    jog    pop    sock
   job    got    toss   rob    rock
   God    rod    lot    dot    doll

   B. Recite

   bo      so      vo      po      zo
C. **Review /æ/ /ɛ/ /ɪ/ /ɒ/.**

<table>
<thead>
<tr>
<th>sin</th>
<th>every</th>
<th>him</th>
<th>dot</th>
<th>not</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>met</td>
<td>big</td>
<td>God</td>
<td>pop</td>
</tr>
<tr>
<td>pass</td>
<td>bed</td>
<td>van</td>
<td>yes</td>
<td>did</td>
</tr>
</tbody>
</table>

D. **Write the following vowels in the blanks (a, e, i, o). Read the words using the short sound.**

b__g  p__t  p__p  l__t
b__g  p__t  p__p  l__t
b__g  p__t  p__p  l__t
b__g  p__t  p__p  l__t

V. **WRITING**

A. **Definitions**

**faith**: believing without proof; trust, confidence. What a person believes.

**to forgive, forgave, forgiven**: to think of no more. Give up the wish to punish. We forgive our children when they do wrong. God forgives us, too.

**sin**: breaking the law of God. Wrong doing of any kind. Lying, stealing, killing.

B. **Use the words faith, sin, sins, and forgive in the sentences below. Write the paragraph in your notebook.**

Some of the people were happy to see Jesus because they had ___________ 1 in Him. Jesus could heal their sickness and He could ___________ 2 their ___________ 2. All people ___________ 3 and do bad things. A person must have ___________ 4 that God will ___________ 4 him. Faith grows when we obey God.
UNIT 4, LESSON 2

VI. MEMORY VERSE

"Do for others just what you want them to do for you."

Luke 6:31, GNB

VII. HOMEWORK

A. Use the correct form of the verb to be in the sentences.

1. John ______ helping many people.
2. They ______ listening to him.
3. Simon and James ______ disciples.
4. That net ______ in my boat.
5. Those men ______ on the roof.
6. I ______ in the crowd.

B. Fill in the blanks with the present tense of the verb.

1. The paralyzed man ______ on the mat. (lie)
2. They ______ many people come. (make)
3. Jesus ______ sins and helps people. (forgive)
4. I ______ God to help me. (trust)
5. He ______ the door for people to come in. (open)

C. Change the pronoun and the verb to third person singular, present tense.

1. They lie down. ____________________________
2. I trust my friend. ____________________________
3. We open the door. ____________________________
4. You let him down. ____________________________
5. I carry my friend. ____________________________
UNIT 4, LESSON 2

6. I am a disciple.
7. They sleep at Simon’s.
8. I want to help.
9. We pray in the morning

D. What is the opposite?

1. morning
2. happy
3. midnight
4. day
5. awake
6. in
7. in front of
8. man
9. ahead
10. over

E. To form the present continuous tense, use to be + verb + ing.

Change these verbs to present continuous.

1. I walk.  I am walking.
2. He comes.
3. He sees.
4. She goes.
5. I have.

F. Change these verbs to questions.

1. I catch. Am I catching?
2. We leave.
UNIT 4, LESSON 2

3. They arrive.

4. He tells.

5. She waits on.

G. **Change these verbs to negatives three ways.**

1. He begins.

   He is not beginning. He isn't beginning. He's not beginning.

2. We take.

   

3. They help.

   

4. You wait on.

   

5. They sleep.

   

**English Lessons From the Bible, © 2007 North American Mission Board, Reproducible for educational purposes.**
I. A few days later, Jesus went back to Capernaum, and the news spread that he was at home. So many people came together that there was no room left, not even in front of the door. Jesus was preaching the message to them when four men arrived, carrying a paralyzed man to Jesus. Because of the crowd, however, they could not get the man to him. So they made a hole in the roof right above the place where Jesus was. When they had made an opening, they let the man down, lying on his mat. Seeing how much faith they had, Jesus said to the paralyzed man, “My son, your sins are forgiven.”

Some teachers of the Law who were sitting there thought to themselves, “How does he dare talk like this? This is blasphemy! God is the only one who can forgive sins!”

Mark 2:1-7, GNB

A. Dialogue

JOSHUA: What are those men doing? Am I seeing right?

DEBORAH: Oh, yes! They are making a hole in the roof to let their friend down. They are very good friends. They carried him far to see Jesus.

JOSHUA: He has been paralyzed all his life, yet he has people who want to help him.

DEBORAH: I know him. He has many friends. I see him when I walk to my mother’s house. Many people talk to him.

JOSHUA: Listen, Jesus is forgiving him. Everyone is listening.

DEBORAH: The teachers of the Law do not like what Jesus is doing. Look at their faces.
B. Core Sentences
1. Some teachers listened to Jesus.
2. They were teachers of the Law.
3. They thought about Jesus. (God/sin)
4. They thought Jesus was wrong.
5. God is good.
7. Jesus says He can forgive sins.
8. The teachers are angry at Jesus.
9. They think this is blasphemy.
10. Can Jesus forgive sins?
11. Who is Jesus?

C. Reading Comprehension Questions
1. What did Jesus say to the paralyzed man?
2. Who came to listen to Jesus?
3. Are they talking to each other?
4. What are they thinking?
5. Who forgives sins?

II. VOCABULARY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>blasphemy</td>
<td>to dare, dared</td>
<td>different</td>
<td>themselves</td>
</tr>
<tr>
<td>idea</td>
<td>to listen, listened</td>
<td>only</td>
<td></td>
</tr>
<tr>
<td>law</td>
<td>to sit, sat</td>
<td>same</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to think, thought</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Action Verbs

1. to dare, dared: to have the courage to do something; to be unafraid of.
   a. He jumps! He 
   b. Jesus 
   c. He 

"English Lessons From the Bible, © 2007 North American Mission Board, Reproducible for educational purposes."
2. to listen, listened: to try to hear.
   a. Jesus listens to the people.
   b. Are you listening?
   c. The teachers of the Law listened to Jesus.

3. to sit, sat: to rest on the lower part of the body.
   a. They sit and listen.
   b. Jesus sat and waited for the teachers to speak.
   c. I am sitting as quietly as I can.
   d. Are you sitting in my chair?

4. to think, thought: to have ideas; to use the mind.
   a. They thought, “Blasphemy!”
   b. Simon thinks about God.
   c. Are you thinking about God?
   d. I thought about class last week.

Use the correct verb in the sentence.

a. Do you __________ to worship God? (dare, sit)

b. The teachers __________ but did not speak. (thought, dared)

c. People __________ __________ in all the chairs. (are thinking, are sitting)

d. __________ you __________ to Jesus? (are listening, are thinking)
B. Nouns

1. **blasphemy**: words or acts that dishonor God; making fun of God and all that is holy.

2. **Law**: God’s rules for living.

Use the correct noun in these sentences:

1. To speak against God is ____________________.

2. God’s ____________________ helps us obey Him.

III. GRAMMAR AND DRILL

A. Personal Pronouns: Study the chart.

<table>
<thead>
<tr>
<th>Personal Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>you</td>
</tr>
<tr>
<td>he</td>
</tr>
<tr>
<td>she</td>
</tr>
<tr>
<td>it</td>
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<td></td>
</tr>
</tbody>
</table>

Use the correct object pronoun.

1. James gave __________ the net.  
2. Jesus looked at __________.   
3. He told __________ to hurry.  
4. I trust __________ to do that. 
5. Take __________ with you.
B. Possessive Pronouns

<table>
<thead>
<tr>
<th>Possessive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
</tr>
<tr>
<td>your</td>
</tr>
<tr>
<td>his</td>
</tr>
<tr>
<td>her</td>
</tr>
<tr>
<td>its</td>
</tr>
</tbody>
</table>

Use the correct possessive pronoun in the sentence.

1. That is ___________ table.
2. Did he bring ___________ pen?
3. Do you have ___________ lesson?
4. The men have ___________ nets.
5. James and I went in ___________ boat.

C. Reflexive Pronouns

<table>
<thead>
<tr>
<th>Reflexive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>myself</td>
</tr>
<tr>
<td>yourself</td>
</tr>
<tr>
<td>himself</td>
</tr>
<tr>
<td>herself</td>
</tr>
<tr>
<td>itself</td>
</tr>
</tbody>
</table>

Use the correct reflexive pronoun in the sentence.

1. The four men carried their friend by _________________.
2. You cannot forgive your sins by _________________; you need God.
UNIT 4, LESSON 3

3. The woman did not spread the news about Jesus by ____________________.

4. The teacher went by ____________________.

5. We did not want to go by ____________________.

6. The paralyzed man could not help ____________________.

7. I like to be by ____________________.

8. You must think about God ____________________.

IV. PRONUNCIATION

Short vowel u /ʊ/ as in up.

bus    under    run    up    but    bug    cub    us

hum    cut    cup    buck    hum    gull    rug    hug

Review:  /æ/ /ɛ/ /iː/ /oː/ and /ʊ/:

pad      hot      but      get      got      sum      hit

egg      nut      tip      dad      up      at      led
V. WRITING
Write a short paragraph about what you are doing now: studying English. Be sure to write at least four sentences.

VI. SEQUENCE
Tell the Bible story in your own words.

VII. ADAPTATION QUESTIONS
1. The room was crowded. How do you feel about crowds?
2. How would you help a paralyzed person?
3. Do you know what sin is?

VIII. MEMORY VERSE
“And when you stand and pray, forgive anything you may have against anyone, so that your Father in heaven will forgive the wrongs you have done.”

Mark 11:25, GNB
UNIT 4. PRACTICE EXERCISES

Unit 4, Practice Exercises

I. EXERCISES

A. Use the correct form of the verb to be in the following sentences.

1. Jesus ________________ coming.

2. I ________________ excited.

3. We ________________ telling everyone.

4. You ________________ to come tonight.

5. They ________________ bringing a paralyzed man.

6. Jesus ________________ forgiving his sins.

7. The teachers ________________ not happy with Jesus.

B. Combine the two sentences using one of the buzz words: and, because, however, so.

1. Jesus returned to Capernaum. The news spread that He was back.

2. Many people were in the room. The four men could not bring their friend to Jesus.

3. The room was crowded. The men took their friend up to the roof.

4. They made a hole. They could see Jesus.

5. Jesus was talking. He stopped to help the paralyzed man.
C. Write the opposites of the following words.

1. a few ______________________
2. in back of ______________________
3. over ______________________
4. in ______________________
5. ahead ______________________

D. Preposition Review—write in the correct preposition in, on, over, at.

1. The men are __________ the roof.
2. She is __________ the room
3. The people sit __________ Jesus’ feet.
4. The paralyzed man is __________ the mat.
5. The roof is __________ the room.

E. Change these verbs to third person singular. Change I to he. Check the spelling. Underline the verb.

1. I go back. He goes back.
2. I spread the news. ______________________________________
3. I carry a man. ______________________________________
4. I make a hole. ______________________________________
5. I open the door. ______________________________________
6. I let my friend down. ______________________________________
7. I lie on a mat. ______________________________________
8. I trust Jesus. ______________________________________
UNIT 4, PRACTICE EXERCISES

9. I forgive my friend.

10. I dare to trust Jesus.

11. I think about God.

12. I help people.

F. Circle the nouns in the following sentences. Remember that a noun is the name of a person, a place, or a thing.

1. Jesus came back to Capernaum.
2. People came to hear Jesus.
3. Four men brought a friend to Jesus.
4. The paralyzed man wanted to see Jesus.
5. Jesus forgave his sins.
6. The teachers were listening when Jesus forgave him.
7. The teachers of the Law were angry, but they did not speak to Jesus.

G. Use the correct possessive pronouns.

1. Four men carried ____________ friend to Jesus.
2. Jesus said, “______________ sins are forgiven.”
3. The man was lying on ____________ mat.
4. The teachers of the Law thought God was ______________ God.

H. Use the correct reflexive pronouns.

1. I want to see him ________________.
2. People came with others or by ________________.
3. Jesus spoke about God and not about ________________.
4. The teachers thought to ________________ but did not speak.
5. Tell God about ________________.
I. Irregular Plurals—study the words, then complete the sentences using the correct words. Check the spelling.

- wife wives
- self selves
- knife knives
- life lives
- loaf loaves

1. In America, a man can have one __________. (wife)
2. The __________ in our house are very sharp. (knife)
3. Does a cat have nine __________? (life)
4. I like __________, but I'm not sure they like __________. (myself, themself)
5. I want a __________ of bread; he wants two __________. (loaf)

J. Irregular Verbs—some verbs are irregular in their forms and must be memorized. Those verbs from this unit are:

1. carry carried (he carries)
2. forgive forgave (he forgives)
3. let let (he lets)
4. lie lay (he lies, is lying)
5. make made (he makes)
6. sit sat (he sits)
7. spread spread (he spreads)
8. think thought (he thinks)

Change these present tense verbs to the past tense. Do not change the pronoun.

1. He carries. He carried.
2. He spreads.
3. He makes.
UNIT 4. PRACTICE EXERCISES

4. He lets.  
5. He lies.  
6. He forgives.  
7. He thinks.  
8. He sits.  

K. Change these verbs to the present continuous tense and add the word now.

1. John answers.  
2. Mary prays.  
4. The disciples sleep.  
5. Andrew wakes up.  
6. John gets up.  
7. Peter dares to pray.  
8. He lies on his mat.  
9. He sits on the floor.  
10. He thinks about God.  
11. He makes a friend.  

John is answering now.
# II. NEW VOCABULARY, UNIT 4

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Opposites</th>
</tr>
</thead>
<tbody>
<tr>
<td>blasphemy</td>
<td>to carry, carried</td>
<td>ahead..........................behind</td>
</tr>
<tr>
<td>Capernaum</td>
<td>to dare, dared</td>
<td>few............................many</td>
</tr>
<tr>
<td>crowd</td>
<td>to forgive, forgave</td>
<td>in ..............................out</td>
</tr>
<tr>
<td>faith</td>
<td>to let, let</td>
<td>in front of.....................in back of</td>
</tr>
<tr>
<td>hole</td>
<td>to lie, lay</td>
<td>over ............................under</td>
</tr>
<tr>
<td>idea</td>
<td>to listen, listened</td>
<td>same.............................different</td>
</tr>
<tr>
<td>Law</td>
<td>to make, made</td>
<td></td>
</tr>
<tr>
<td>mat</td>
<td>to sit, sat</td>
<td></td>
</tr>
<tr>
<td>message</td>
<td>to spread, spread</td>
<td></td>
</tr>
<tr>
<td>news</td>
<td>to think, thought</td>
<td></td>
</tr>
<tr>
<td>opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>roof</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sins</td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Reflexive Pronouns</th>
<th>Buzz Words</th>
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</thead>
<tbody>
<tr>
<td>excited</td>
<td>themselves</td>
<td>above</td>
</tr>
<tr>
<td>few</td>
<td></td>
<td>right above</td>
</tr>
<tr>
<td>left</td>
<td></td>
<td>even</td>
</tr>
<tr>
<td>many</td>
<td></td>
<td>however</td>
</tr>
<tr>
<td>only</td>
<td></td>
<td>not even</td>
</tr>
<tr>
<td>paralyzed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverbs</th>
<th>Two-Word Verbs</th>
<th>Question Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>later</td>
<td>to go back, went back</td>
<td>How much . . . ?</td>
</tr>
<tr>
<td>so</td>
<td></td>
<td>How many . . . ?</td>
</tr>
<tr>
<td>together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III. RELATED WORDS

The following words are used in the sentence in the next section.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>thoughtful</td>
<td>thought</td>
<td>to think</td>
<td>thoughtfully</td>
</tr>
<tr>
<td>listener</td>
<td></td>
<td>to listen</td>
<td></td>
</tr>
</tbody>
</table>

Sentences using the words in the preceding list:

A. Adjective: Andrew is a thoughtful man.
   Noun: The thought was a good one.
   Verb: Andrew thinks about God.
   Adverb: Jesus answered the teachers of the Law thoughtfully.

B. Noun: The listeners were quiet when Jesus talked.
   Verb: The people listened to Jesus.

IV. A DEEPER LOOK

1. What great power had God given to Jesus?
2. Do you believe that God heals today?
3. What is sin?
4. When we sin, how can we be forgiven?
5. Are religious people always close to God?
6. What is blasphemy?
7. How do people blaspheme God today?
8. How does this story show that Jesus had the power of God?
Unit 5, Lesson 1

I. At once Jesus knew what they were thinking, so he said to them, “Why do you think such things? Is it easier to say to this paralyzed man, ‘Your sins are forgiven,’ or to say, ‘Get up, pick up your mat, and walk’? I will prove to you, then, that the Son of Man has authority on earth to forgive sins.” So he said to the paralyzed man, “I tell you, get up, pick up your mat, and go home!”

While they all watched, the man got up, picked up his mat, and hurried away. They were all completely amazed and praised God, saying, “We have never seen anything like this!”

Mark 2:8-12, GNB
UNIT 5. LESSON 1

A. Dialogue

PARALYZED MAN: Look, look! Everyone, look at me.

NEIGHBOR 1: What is this? What happened to you? You have never walked before!

PARALYZED MAN: It’s a miracle. My friends carried me to Jesus and He healed me.

NEIGHBOR 2: Jesus did this! Does He heal paralyzed people?

PARALYZED MAN: Yes, He also forgave my sins. Now I am healed inside and outside. Praise God!

B. Core Sentences

1. All men and women sin.
2. The paralyzed man sinned.
3. Jesus forgave the man’s sins.
4. The teachers thought, “Blasphemy!”
5. Jesus knew their thoughts.
6. The teachers did not speak.
7. Jesus asked the teachers a question.
8. Is it easier to heal a man or forgive his sins?
9. This man is paralyzed.
10. “Get up,” Jesus said.
11. “Pick up your mat.”
12. “Walk.”
13. Jesus healed the man.
15. The people praised God.
16. They were amazed.
17. It was a miracle.

C. Reading Comprehension Questions

1. Who came to Capernaum?
2. Who carried a paralyzed man to Jesus?
3. Why did they make a hole in the roof?
4. What did the paralyzed man want Jesus to do?
5. When Jesus said, “Your sins are forgiven,” what did the teachers of the Law think?
6. What did the paralyzed man do?
7. Where did he go?
8. Who was amazed?
9. Why did they praise God?

II. VOCABULARY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Buzz Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>authority</td>
<td>to amaze, amazed</td>
<td>at once</td>
</tr>
<tr>
<td>earth</td>
<td>to complete, completed</td>
<td>so</td>
</tr>
<tr>
<td>miracle</td>
<td>to get, got</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>to know, knew</td>
<td>then</td>
</tr>
<tr>
<td></td>
<td>to heal, healed</td>
<td>while</td>
</tr>
<tr>
<td></td>
<td>to hurry, hurried</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to pick, picked (up)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to praise, praised</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to prove, proved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to watch, watched</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td>completely</td>
<td>all</td>
</tr>
<tr>
<td>easy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Action Verbs

1. **to amaze, amazed:** to surprise greatly.
   a. She *amazes* me.
   b. Jesus *is amazing*!
   c. Jesus *amazed* the people.

2. **to complete, completed:**
   to make whole; to make perfect; to finish.
   a. He *completes* all his homework every week.
   b. Mary *is completing* her reading.
   c. She *completed* the book.
UNIT 5, LESSON 1

3. **to get, got**: to obtain; to have; to receive.
   
a. You get the fish at the lake.
   b. The four men are getting their new boat.
   c. He got his money yesterday.

4. **to heal, healed**: to make or become well; return to health.
   
a. His leg heals well.
   b. My hand is healing.
   c. He healed the paralyzed man after he forgave his sins.

5. **to hurry, hurried**: to move, drive, carry, or send quickly.
   
a. Please hurry home early tonight.
   b. We are hurrying to hear Thomas preach.
   c. The man hurried away.

6. **to know, knew**: to have the facts of; to be skilled in.
   
a. We know Jesus healed the paralyzed man.
   b. The people knew Jesus had the authority of God.

7. **to pick (up), picked (up)**: to take up.
   
a. Jesus said, “Pick up your mat.”
   b. The paralyzed man is picking up his mat.
   c. He picked up the books.
8. **to praise, praised**: to say something good about a person or thing; to worship in words or song.
   a. We *praise* God every day.
   b. The man *is praising* God as he is walking home.
   c. The teacher *praised* the student for his work.

9. **to prove, proved**: to show as true and right; to make certain.
   a. Mary *proves* her love by helping.
   b. The man *is proving* that he can walk.
   c. Jesus *proved* his power to the teachers of the law.

10. **to watch, watched**: to look at carefully or attentively.
    a. Many people *watch* the birds.
    b. God *is watching* over me.
    c. They all *watched* the man pick up his mat.

Choose the correct verb for the sentence: *get, knew, forgive, pick, said, go, prove*.

1. Jesus _________ what they were thinking.
2. Jesus _________, “Your sins are forgiven.”
3. I will _________ it to you.
4. Jesus can _________ sins.
5. Jesus said, “__________ up, _________ up your mat and _________ home.”
UNIT 5, LESSON 1

B. Nouns

1. **authority**: power, control, right.

2. **earth**: the planet on which we live.

3. **miracle**: a wonderful happening that is beyond the known laws of nature.

C. Choose the correct noun for the sentence: *earth, authority, mat, miracle.*

1. God has ________________ to forgive sins.
2. God gave ________________ to Jesus to heal and to forgive sins.
3. The Son of Man has authority on ________________.
4. “Pick up your ________________ and go home.”
5. The people saw a ________________.

Use the correct buzz words in the sentences: *or, so, at once, while.*

1. Jesus knew ________________ what the teachers thought.
2. Jesus said, “I will prove it.” ________________ He healed the sick man.
3. The man hurried out ________________ they watched.
4. Is this easier ________________ that?
### III. GRAMMAR AND DRILL

<table>
<thead>
<tr>
<th>Personal Pronouns</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Object</strong></td>
</tr>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>they</td>
<td>him</td>
</tr>
<tr>
<td>he</td>
<td>her</td>
</tr>
<tr>
<td>she</td>
<td>them</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
</tbody>
</table>

#### A. If a personal pronoun is used as an object (direct object, indirect object, or object of the preposition), use the object form.

- He gave his mat to **Simon.**  (or **him**)
- Jesus asked **Andrew and James** to come.  (or **them**)
- Who gave the authority to **you**?

Use the correct object pronoun in the sentence.

1. “Please help ___________,” I said.

2. How could they get the man to ___________?  (Jesus)

3. Jesus wanted ___________ to understand about God. (the teachers of the Law)

4. Joshua came with ___________.  (Deborah)

5. Please help ___________ with the hole in the roof.  (the disciples and me)

Change the underlined words to an object pronoun.

1. Please help the **paralyzed man.**

2. Jesus looked at the **teachers of the Law.**

3. Hurry with **Deborah and Joshua** to the house.

4. Take the **mat** with you.

5. Come with **Simon and me.**
UNIT 5, LESSON 1

B. Almost all adjectives of one syllable and some adjectives of two syllables form the comparative by adding *r* or *er*. Adjectives ending in *y* when preceded by a consonant, drop the *y* and add *ier* to form the comparative. Sometimes *than* is added to the adjective when the object of comparison is named.

- dark..........................darker than
- light..............................lighter than
- happy ......................happier than
- easy .............................easier than
- early .........................earlier than

Many adjectives of two syllables and almost all adjectives of three or more syllables form the comparative by using *more* before the adjective.

- beautiful ....................more beautiful than
- paralyzed ....................more paralyzed than
- excited .......................more excited than

Use the adjective to form a comparative sentence. Add *than* after each adjective.

1. The early morning is __________________ the night.  (light)
2. The paralyzed man was __________________ everyone.  (happy)
3. This way is __________________ that.  (easy)
4. Morning is __________________ noon.  (early)
5. The four friends were __________________ the teachers of the Law.  (happy)

IV. PRONUNCIATION

Consonant sounds: /f/ and /v/

/f/ is voiceless  self, wife, fan
/v/ is voiced  selves, wives, van
Practice these words with the /f/ sound.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>fat</td>
<td>often</td>
<td>loaf</td>
</tr>
<tr>
<td>fit</td>
<td>after</td>
<td>half</td>
</tr>
<tr>
<td>fish</td>
<td>left</td>
<td>self</td>
</tr>
<tr>
<td>father</td>
<td>fifty</td>
<td>roof</td>
</tr>
</tbody>
</table>

Practice these words with the /v/ sound.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>vet</td>
<td>seven</td>
<td>give</td>
</tr>
<tr>
<td>vote</td>
<td>selves</td>
<td>save</td>
</tr>
<tr>
<td>vase</td>
<td>never</td>
<td>live</td>
</tr>
<tr>
<td>vine</td>
<td>fever</td>
<td>love</td>
</tr>
</tbody>
</table>

Practice aloud long words.

3 Syllables

ad’·jec·tive
blas’·phe·my
for·giv·en
mir’·a·cle
par’·a·lyzed
to·geth’·er
com·plet’·ed

4 Syllables

au·thor’·i·ty
Ca·per·na·um
com’·pre·hen·si·on
com·par’·a·tive
V. WRITING

Write a thank-you note.

Example:

70 Main Street
Atlanta, Georgia 30300
September 20, 1990

Dear Sam:

Thank you so much for the book. I am reading it now. It is a fun book. Your gift makes me happy.

Sincerely,

Example:

Mary spent a weekend with Mrs. Smith. They went to the movies on Saturday evening and to church on Sunday morning. Here is her thank you note.

November 5, 1990

Dear Mrs. Smith:

The visit with you was a happy time. I appreciate you and what you did.

The movie was fun. I laugh when I think about it. I enjoyed going to church and meeting your friends.

Thank you for a special weekend.

Lovingly,

Now write a thank-you note for a gift. It was a box of writing paper (or a book, or a cake, etc.)

VI. MEMORY VERSE

"Whoever believes in the Son has eternal life; whoever disobeys the Son will not have life, but will remain under God’s punishment."

John 3:36, GNB
VII. HOMEWORK

A. Write these verbs in the third person singular:

<table>
<thead>
<tr>
<th>Base form</th>
<th>Present tense</th>
<th>Present continuous tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. amaze</td>
<td>he amazes</td>
<td>he is amazing</td>
</tr>
<tr>
<td>2. complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. get</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. heal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. hurry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. pick up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. praise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. prove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. watch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Fill in the blanks with comparative degree adjectives made by adding *er* or by dropping the *y* and adding *ier*.

1. easy       easier than  
2. happy      
3. slow       
4. sleepy     
5. light      
6. few        

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UNIT 5. LESSON 1

C. Fill in the blanks with comparative degree adjective phrases of more (adjective) than.

1. beautiful  more beautiful than ______
2. pleased  
3. helpful  
4. lonely  
5. excited  
6. paralyzed  

D. Change these verbs to present continuous questions.

1. I do. Am I doing? _______
2. He does. _______
3. She listens. _______
4. They sit. _______
5. We think. _______

E. Write the correct object pronoun.

1. Give it to _______. (first person singular)
2. He asked _______ to come. (third person plural)
3. Simon sent _______ a message. (third person singular female)
4. Where is _______? (the boat) (third person singular neuter)
5. Our friend looked up at _______ on the roof. (first person plural)
6. I looked everywhere for _______. (second person singular)
F. **Make these into contractions.**

Example:

I am here.  
I'm here.

1. He is  
2. They are  
3. She is  
4. I am  
5. We are  
6. We are not  
7. They are not  
8. You are not  
9. She is not  
10. I am not
Unit 5, Lesson 2

I. At once Jesus knew what they were thinking, so he said to them, "Why do you think such things? Is it easier to say to this paralyzed man, 'Your sins are forgiven,' or to say, 'Get up, pick up your mat, and walk?' I will prove to you, then, that the Son of Man has authority on earth to forgive sins." So he said to the paralyzed man, "I tell you, get up, pick up your mat, and go home!"

While they all watched, the man got up, picked up his mat, and hurried away. They were all completely amazed and praised God, saying, "We have never seen anything like this!"

Mark 2:8-12, GNB
B. Dialogue

CHILD: Mother, what is sin?

MOTHER: Sin is wrong doing of any kind. It is breaking the laws of God. It is telling something untrue. It is taking something that is not yours. It is saying something is yours when it is not yours.

CHILD: I don’t do those things. I don’t sin.

MOTHER: Everyone sins. When I ask you to take out the garbage, and you don’t, that is sin. God says, “Children, obey your parents.”

C. Reading Comprehension Questions

1. What is sin?
2. Does everyone sin?
3. Is Jesus a teacher?

II. VOCABULARY

Opposites
false..........true

III. GRAMMAR AND DRILL

A. Change these sentences to the present continuous form of the verb.

1. The teachers think about Jesus.
   The teachers are thinking about Jesus.

2. The teachers sit and listen.

4. Who knows what they think?

5. The man says, “Get up.”

6. The girl gets up.

7. The paralyzed man picks up his mat.

8. He walks.

9. The teacher proves he has authority.

10. Ann watches the paralyzed man walk.

B. Make these sentences in present continuous negative. To form the negative place not after the verb to be.

1. The teachers are sitting alone.

   The teachers are not sitting alone. The teachers aren’t sitting alone.

2. Tom is talking to the crowd.

3. The crowd is talking.
4. The man is walking.

5. The crowd is watching the man leave.

C. To form a question with the present continuous, place the verb to be (or the auxiliary verb) at the beginning of the sentence.

Change these sentences into questions. Answer the questions with a short yes/no answer.

Example:

People are coming to hear him.

Are people coming to hear him? Yes, they are.

1. Four men are arriving with a sick man.

2. They are making a hole in the roof.

3. They are letting the man down from the roof.

4. The teachers are thinking about blasphemy.
D. Use *there is* (there’s) before a singular noun, and *there are* (there’re) before a plural noun. Circle the correct verb form.

1. There (is, are) crowds listening to him.
2. There (is, are) teachers of the Law in the room.
3. There (is, are) a sick man.
4. There (is, are) four men on the roof.
5. There (is, are) a hole in the roof.
6. There (is, are) forgiveness for sins.
7. There (is, are) healing for a paralyzed man.
8. There (is, are) praise to God.
9. There (is, are) help for the man.
10. There (is, are) a man who was forgiven and healed.

E. **To form the negative, place not after the verb.** Often English uses a contraction for the negative, especially in conversation.

There is not. There isn’t. There’s not.
There are not. There aren’t. There’re not.

Make these sentences negative. Use both forms.

1. There is room for a sick man.
   
   There isn’t room for a sick man.

   There’s not room for a sick man.
2. There are many disciples.

3. There is a teacher of the Law listening to him preach.

4. There is proof that Zebedee likes to fish.

5. There are many happy people in the room.

F. To form a question, place the verb before the word there.

There is. Is there?

Change these sentences to questions.

1. There is a healed person in Capernaum.
   Is there a healed person in Capernaum?

2. There are excited people in Capernaum.

3. There are four disciples with him.
UNIT 5, LESSON 2

3. There are four disciples with him.

4. There is a crowd listening.

5. There is a hole in the roof.

6. There are teachers who listen to him.

VI. PRONUNCIATION

t /t/—voiceless

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<th>Median</th>
<th>Final</th>
<th>Pronounce Contractions (one syllable)</th>
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<td>time</td>
<td>waiting</td>
<td>went</td>
<td>they’re</td>
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</table>

Practice with short vowels plus /t/ and /ʃ/.

ta te ti to tu
fa fe fi fo fu
V. WRITING

Using the present continuous, write five sentences about what you are doing now.

Example: I am talking on the telephone.
As I listen, I am listening.
While she is talking, I am listening.
As I listen I am looking out the window.
I am not sitting.
I am standing.

1. ___________________________

2. ___________________________

3. ___________________________

4. ___________________________

5. ___________________________

VI. MEMORY VERSE

“Whoever does not receive the Kingdom of God like a child will never enter it.”

Mark 10:15, GNB

VII. HOMEWORK

A. Change these verbs to present continuous questions.

1. He amazes. ________________
   Is he amazing?

2. She gets. ________________

3. We watch. ________________

4. They complete. ________________

5. He carries. ________________
UNIT 5. LESSON 2

B. Change these verbs to negative present continuous.

1. I look  
   I'm not looking.

2. He catches.

3. She goes.

4. We have.

5. They come.

C. Make these sentences plural.

1. This child has a book.

2. This house is too small.

3. That man carried a friend.

4. That town is where Jesus preached.

D. Use the correct possessive pronoun in the sentence.

Example: This is his boat.

1. Simon said, “This is ___________ house, and ___________ wife is home.”

2. John asked Simon, “May I see ___________ boat?

3. They carried ___________ friend to Jesus.

4. James said it was ___________ boat.

5. Jesus taught God’s Word and ___________ message.

6. The crowd talked about ___________ miracle.
I. At once Jesus knew what they were thinking, so he said to them, “Why do you think such things? Is it easier to say to this paralyzed man, ‘Your sins are forgiven,’ or to say, ‘Get up, pick up your mat, and walk?’ I will prove to you, then, that the Son of Man has authority on earth to forgive sins.” So he said to the paralyzed man, “I tell you, get up, pick up your mat, and go home!”

While they all watched, the man got up, picked up his mat, and hurried away. They were all completely amazed and praised God, saying, “We have never seen anything like this!”

Mark 2:8-12, GNB
UNIT 5. LESSON 3

A. Dialogue

SIMON: Who are these men?

ANDREW: They are religious leaders and teachers. They are experts on God’s laws. They look for false teachers of God’s laws.

SIMON: Is that why they come to hear Jesus? Do they think He is a false teacher? Do they think Jesus makes fun of God? Do they think Jesus does not have God’s authority?

ANDREW: We know God gave Jesus power to heal and to forgive. The religious leaders and teachers want to see what Jesus does so they can judge Him. They want to see if He is a false teacher. They want to know if Jesus makes fun of God.

JOHN: They look angry. They do not look happy.

SIMON: These religious men doubt Jesus has God’s authority. They think Jesus may be a false teacher. They think they can judge Jesus.

JOHN: We believe Jesus has God’s power. He teaches and heals and forgives with God’s power.

B. Core Sentences

1. They are religious leaders.
2. They teach people the laws of God.
3. They think they have the authority of God.
4. They come to judge Jesus.
5. They think what Jesus says is blasphemy.
6. They do not believe Jesus can forgive sins.
7. Only God can forgive sins.
8. They do not think Jesus is God’s Son.
9. The teachers doubt.
10. The disciples believe.
C. Reading Comprehension Questions

1. Who is Jesus?
2. Who doubts Jesus?
3. What does Jesus do for the paralyzed man?
4. Why do the teachers of the Law doubt Jesus?
5. What is blasphemy?
6. What do the teachers of the Law want to see?

II. VOCABULARY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Buzz Words</th>
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<tr>
<td>word</td>
<td>obey, obeyed</td>
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</table>

A. Action Verbs

1. to believe, believed: to think something is true or real.
   a. I believe Jesus is the Son of God.
   b. Little by little the crowd is believing in Jesus.
   c. Are the teachers of the Law believing that God gave Jesus authority?
   d. The paralyzed man isn’t believing anything against Jesus.
   e. The disciples believed in Jesus.
2. **to doubt, doubted:** to not believe, not be sure.
   a. The religious leaders **doubt** the authority of Jesus.
   b. I **am doubting** what you are saying.
   c. The paralyzed man **isn't doubting** God.
   d. First he **doubted**, but now he believes.

3. **to judge, judged:** to decide how good a thing is; to form an opinion about. A person hears and decides.
   a. He **judges** the paralyzed man.
   b. **Are** you **judging** other people?
   c. Mary and Ruth **aren't judging** their friend.
   d. The teachers of the Law **judged** Jesus when he forgave sins.

4. **to lead, led (leading):** to show the way by going along with.
   a. Where he **leads** me, I will follow.
   b. Our preacher **is leading** people to God.
   c. **Are** you **leading** your family to know Jesus?
   d. They **aren't leading** people to Jesus.
   e. Peter **led** the way to Capernaum yesterday.

5. **to make fun of:** to laugh at; ridicule.
   a. Some people **make fun of** others.
   b. **Are** you **making fun of** a paralyzed man?
   c. No, he **isn't making fun of** sick people.
   d. Jesus **made fun of** no man.
6. **to obey, obeyed**: to do what one is told.
   a. I *obey* my mother.
   b. Is *obeying* the law important?
   c. *Aren’t* you *obeying* the law?
   d. The paralyzed man *obeyed* Jesus.

B. **Nouns**

1. **believer**: one who believes in something or someone.

2. **expert**: a person who has much skill or who knows a great deal about a special thing.

3. **leader**: a person who leads.

4. **power**: strength; might; authority; control.

5. **religion**: belief in God or gods.

6. **will**: the power of the mind to decide and do; purpose.
UNIT 5, LESSON 3

7. **word**: sound that has meaning; a command, order; the Bible, or Holy Word of God.

C. **Fill in the blank with the correct noun.**

1. Jesus has the authority and ___________ of God.
2. The paralyzed man is now a ___________ in the power of God.
3. What is God’s ___________ for your life?
4. If I do not believe, then I ___________.
5. What is your ___________?
6. A ___________ is one who goes first.
7. An ___________ has skill and knows much.
8. I read the Bible because it is the ___________ of God.

D. **Change the meaning of the sentence by adding the word almost.**

Example: We are ___________ at Simon’s house.

We are ___________ at Simon’s house.

1. Look! John is ___________ here.
2. The room is ___________ filled with people.
3. Sam is ___________ finished preaching.
4. The teachers of the Law are ___________ angry.
5. I am ___________ home.
E. Use the correct word in the sentence: leader, expert, authority, to lead.

1. The teachers of the Law were ______________________ in God’s word.

2. Jesus was the ____________________ of the disciples.

3. People listen when an ____________________ talks.

4. God gave Jesus ____________________ to forgive sins.

5. Andrew ____________________ people to God.

F. Learn these opposites:

1. to believe ..........to doubt
2. to obey ............to disobey
3. leader ...........follower
4. happy ............unhappy/sad
5. false ............true

G. Use the correct form of the word that makes sense in the following sentences: to believe, to doubt.

1. The religious leaders ____________________ Jesus.

2. Simon ____________________ in Jesus.

3. The paralyzed man was healed and he ____________________ in Jesus.

4. The paralyzed man did not ____________________ Jesus.

5. The four men ____________________ Jesus could heal their friend.

H. Use these words correctly: follower, leader, obey, disobey.

1. Jesus was a ____________________.

2. He ____________________ God.

3. Simon and Andrew were ____________________ of Jesus.
UNIT 5, LESSON 3

4. The teachers of the Law were religious _________________.

5. If you do not obey, you _________________.

I. Vocabulary Expansion—fill in the blanks using the following words:

  to judge: verb—to hear and decide.

  to make fun of: verb—to ridicule; to laugh at.

1. The teachers of the Law came to ____________________ Jesus.

2. Many people ____________________ the first airplane.

3. I do not know enough about the man to ____________________ him.

III. GRAMMAR AND DRILL

A. Change the following adjectives to the comparative. Add than.

   1. angry ____________________

   2. happy ____________________

   3. easy ____________________

   4. hard ____________________

   5. great ____________________

   6. small ____________________

   7. large ____________________

   8. fast ____________________

   9. slow ____________________

  10. sick ____________________
B. *Religious, powerful, and doubtful* have two or more syllables. Change them to comparatives. Add *than*.

Example:

```
beautiful       more       beautiful       than

1. religious       
2. doubtful       
3. powerful       
4. amazed       
5. different       
```

C. **Prepositions. Use the correct preposition: along, in, at, around, by, before, to.**

1. Jesus preached __________________ the religious leaders.

2. Jesus was __________________ Capernaum.

3. The disciples were not __________________ themselves.

4. Jesus walked __________________ the shore.

5. I am happy __________________ church.

6. I walked __________________ the room.

7. He prayed __________________ he went to the villages.
D. Definitions—fill in the blanks with the following words.

teachers of the Law: those leaders who read and studied God’s Law.

religious leaders: experts who tried to teach the people God’s Law.

leader: one who leads people.

expert: people who know much about one thing.

power: strength, might, authority, ability to act.

1. The _______________ knew about Jesus.
   They wanted to see if he could heal.

2. These _______________ thought they were ___________ about God.

3. They wanted to be the ___________ of all the people.

4. Jesus had ___________ to forgive and to heal.

IV. SEQUENCE

Tell the story in your own words.

V. ADAPTATION QUESTIONS

1. Would you stand in line to buy tickets to see a famous person?
2. Tell about helping a very sick person.
3. Tell about someone you know who was healed by medicine or by a miracle.
4. Tell about someone you know who wants to be healed.
5. When have you been amazed at the power of God?
VI. PRONUNCIATION

d /d/ voiced

<table>
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<th>Median</th>
<th>Final</th>
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<td>dam—tam</td>
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<td>dim—tim</td>
<td>dip—tip</td>
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</table>

VII. WRITING

Write three **statements** about the story. Write three **questions** about the story.

VIII. MEMORY VERSE

“Jesus answered them, ‘Have faith in God.’”

Mark 11: 22, GNB
UNIT 5. PRACTICE EXERCISES

Unit 5, Practice Exercises

I. Exercises

A. Capitalization: days, months, languages, nationalities, and names of people and places begin with a capital letter. *The Law of the Bible* requires a capital letter. *Bible, Jesus, and God* are capitalized. The pronoun *He* when used for God and Jesus is often capitalized.

B. Capitalize the following paragraph.

*Jesus came to Capernaum. Many people crowded into the room to listen to Him. Some teachers of the law came. They listened and thought Jesus blasphemed God. But Jesus showed He had God’s power. They were amazed.*

C. Use the correct reflexive pronouns (*myself, ourselves, yourself, etc.*).

1. Jesus and his disciples walked by __________________.

2. The paralyzed man walked home by __________________.

3. The teachers of the Law said, “We are amazed at __________________.”

4. John said, “I __________________ believe in Jesus.”

5. You must think about God __________________.

D. Change the verbs to the present continuous and the past tense.

1. We forgive __________________ are forgiving __________________ forgave __________________

2. We make __________________

3. We think __________________

4. We judge __________________

5. We doubt __________________

6. We believe __________________
UNIT 5, PRACTICE EXERCISES

7. We obey _____________________________________________

8. We spread _____________________________________________

9. We make fun of _____________________________________________

E. Write the comparative forms of the adjective—(*happier than*).

1. People who believe Jesus are ____________ ____________ those who doubt.  (happy)

2. The paralyzed man was ____________ ____________ ____________ the others when he was healed.  (excited)

3. The teachers of the Law thought they were ____________ ____________ ____________ most people.  (religious)

4. They were ____________ ____________ ____________ the other people who listened.  (doubtful)

F. Make the following sentences negative.

Example:

The boat is out in the lake.

The boat isn’t out in the lake.

1. The teachers are making fun of him.

2. He is angry at the men for making a hole in the roof.

3. Simon is doubting Andrew.
4. This is amazing!

5. The four men are carrying their friend home.

G. Write the opposite of the following words.

1. happy

2. obey

3. leader

4. doubt

5. light

6. true

H. Form contractions with these words (was not, wasn’t).

1. is not

2. are not

3. am not

4. there is

5. there is not

I. Circle the prepositional phrases in the following sentences.

1. The people of the town gathered in front of the house.

2. He went out of town to a lonely place.

3. He traveled over Galilee, preaching in the synagogues.

4. Jesus taught with authority.
## II. NEW VOCABULARY, UNIT 5

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<tr>
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<th><strong>Adjectives</strong></th>
<th><strong>Adverbs</strong></th>
<th><strong>Buzz Words</strong></th>
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<tr>
<td>to amaze, amazed</td>
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III. RELATED WORDS

A. Pronounce these words.

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B. Using the list above write in the blanks the correct part of speech of words in dark print.

1. __________ The girls believe Jesus is their friend.

   __________ When Jesus heals the man, He makes the power of God believable.

   __________ The paralyzed man became a believer.

   __________ I believe him.

2. __________ He completes his work quickly.

   __________ I am completely finished.

3. __________ He is a doubtful man.

   __________ The doubter asked many questions.

   __________ Simon did not doubt Jesus.

   __________ The leaders looked doubtfully around the crowded room.
UNIT 5, PRACTICE EXERCISES

4. ___________ The religious leader spoke.
   ___________ The teacher leads the class to learn English.

5. ___________ The obedient man picked up his mat.
   ___________ She obeys the will of God.
   ___________ The healed man went home obediently.

6. ___________ The power of God is in Jesus’ disciples.
   ___________ He is a powerful leader.
   ___________ The wind blew powerfully on the lake.

7. ___________ The religious leader doubted Jesus.
   ___________ I study religion when I study the Bible.

IV. A DEEPER LOOK

1. Why were the religious leaders critical of Jesus?
2. Why would four men go to so much trouble for a paralyzed man?
3. Explain why blasphemy is so bad. (Lev. 24:16)
4. Why is it so difficult for people to have faith in God?
5. Do you know someone with great faith? Describe him.
Unit 6, Lesson 1

I. Jesus went back again to the shore of Lake Galilee. A crowd came to him, and he started teaching them. As he walked along, he saw a tax collector, Levi son of Alphaeus, sitting in his office. Jesus said to him, “Follow me.” Levi got up and followed him.

Later on Jesus was having a meal in Levi’s house. A large number of tax collectors and other outcasts was following Jesus, and many of them joined him and his disciples at the table. Some teachers of the Law, who were Pharisees, saw that Jesus was eating with these outcasts and tax collectors, so they asked his disciples, “Why does he eat with such people?”

Jesus heard them and answered, “People who are well do not need a doctor, but only those who are sick. I have not come to call respectable people, but outcasts.”

Mark 2:13-17, GNB
UNIT 6, LESSON 1

A. Dialogue

MARY: Where have you been?
SAUL: At the shore. Jesus was teaching again today.
MARY: Hurry! We'll be late. Levi is having dinner at his house.
SAUL: Yes. Everyone is coming, even the Teacher. Levi did not think He was coming.
MARY: The Teacher is a good man. Why would He eat with bad people like us?
SAUL: The Teacher loves everyone. Let's hurry so we won't be late.

B. Core Sentences

1. Jesus went to Lake Galilee.
2. He taught many people.
3. He walked along the shore.
4. He saw a tax collector.
5. The tax collector was in his office.
6. Jesus talked to him.
7. The tax collector followed Him.
8. Jesus went to eat with the tax collectors.
9. Levi had many people in his house.
10. Tax collectors wanted money.
11. Tax collectors were outcasts.
12. The teachers of the Law saw Jesus.
13. Why does Jesus eat with outcasts?
14. Jesus came to help everyone.
C. Reading Comprehension Questions

1. Where was Jesus?
2. Where was Levi?
3. Where did they eat?
4. Who came to eat with Levi?
5. Who walked along the shore?
6. What did Jesus say to the tax collector?
7. What did a tax collector want?
8. Did people like tax collectors?
9. Who was an outcast?
10. Who saw Jesus with outcasts?

II. VOCABULARY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Buzz Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>collector</td>
<td>to eat, ate</td>
<td>large</td>
<td>again</td>
</tr>
<tr>
<td>doctor</td>
<td>to follow, followed</td>
<td>other</td>
<td>later (on)</td>
</tr>
<tr>
<td>meal</td>
<td>to go back, went back</td>
<td>only</td>
<td>such</td>
</tr>
<tr>
<td>money</td>
<td>to hear, heard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>outcast</td>
<td>to join, joined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharisee</td>
<td>to like, liked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>table</td>
<td>to return, returned</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to start, started</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Action Verbs

1. **to eat, ate**: to chew and swallow food.
   
   To have a meal.
   
   a. Levi **eats** every day.
   b. Levi **is eating** with friends.
   c. Jesus **ate** at Levi’s house.
   d. **Do you eat** at your friend’s house?
   e. **Does he eat** too much?
2. **to follow, followed**: to go or come after.
   
a. Night **follows** day.
b. The disciples **are following** Jesus.
c. Levi also **followed** Jesus.
d. **Do** Peter and John **follow** Jesus?
e. **Does** the crowd **follow** Him?

3. **to go back, went back**: to return.
   
a. He **goes back** to Lake Galilee.
b. The crowd **is going back** to find Him.
c. Andrew **went back** to the boat.
d. **Do** you **go back** home every day?
e. **Does** he **go back** to pray?

4. **to hear, heard**: to take in a sound; to listen.
   
a. James **hears** God’s call.
b. Ruth **is hearing** the crowd outside.
c. The Pharisees **heard** Jesus teach.
d. **Do** you **hear** well?
e. **Does** Levi **hear** the poor people?

5. **to join, joined**: to bring or put together, to meet or unite with.
   
a. The man **joins** the crowd as they walk along the lake.
b. I **am joining** my friends at the table.
c. Jesus **joined** the outcasts to eat at Levi’s house.
d. **Do** the Pharisees **join** Jesus at Levi’s house?
e. **Does** he **join** Jesus’ disciples?
6. **to like, liked:** to be pleased with something or someone.
   
a. He **likes** his new friends.
b. John **is liking** his new boat.
c. He **liked** to be with his friends.
d. **Do you like** to study English?
e. **Does** your sister **like** ice cream?

7. **to return, returned:** to bring back.
   
a. He **returns** to Lake Galilee.
b. The crowd **is returning** home.
c. Joanna **returned** to her friends.
d. **Do you return** to class each week?
e. **Does** your friend **return** to the boat?

8. **to start, started:** to begin; to begin to move or to go.
   
a. You **start** first, then I will start.
b. John **is starting** to talk to Simon.
c. He **started** teaching the people.
d. **Do you start** at 6 o'clock in the morning?
e. **Does** the class **start** on time?

B. **Nouns**

1. **collector:** a person hired to collect money.

2. **doctor:** a person who knows how to treat the sick.
3. **meal**: one of the regular daily times of eating (breakfast, lunch, or dinner).

4. **money**: current coin, gold, silver, or other metals used in buying and selling.

5. **outcast**: a person thrown out or pushed out from home and friends.

6. **Pharisee**: a teacher of the Law in the time of Jesus who carefully obeyed the laws of religion.

7. **table**: a piece of furniture with a smooth, flat top and legs.

8. **tax**: money paid by people to the government.

C. **Fill in the blanks with the correct words from the list of nouns.**

1. Levi was a __________ collector.

2. A __________ helps sick people.

3. My books are on the __________.
4. Levi was an ____________ from his religion.

5. The ____________ never ate with tax collectors and people who were not religious.

6. What time do you eat your evening ________________?

7. The man pays ________________ for the loaves.

8. In America, the people pay ________________.

III. GRAMMAR AND DRILL

A. Short answers: affirmative means yes, negative means no. Answer the questions using short answers.

Examples:

Is Jesus coming to Lake Galilee? (Affirmative)   Yes, He is.

Are the disciples in Capernaum? (Negative)      No, they aren’t.

Are there many people?                          Yes, there are.

1. Are the teachers of the Law helping Jesus?   __________________________

2. Is Levi following Jesus?                     __________________________

3. Are the tax collectors outcasts?             __________________________

4. Is there a crowd?                            __________________________

5. Is it time to eat?                           __________________________

6. Are you at home?                            __________________________

7. Are they in class?                          __________________________
UNIT 6. LESSON 1

B. Asking and answering questions. Using the present continuous, answer the question “What are you doing?”

Example:

What are you doing? (eat) I am eating a meal.

1. What are you doing? (return) ____________________________

2. What are you doing? (start) ____________________________

3. What are you doing? (follow) __________________________

4. What are you doing? (hear) ____________________________

5. What are you doing? (join) ____________________________

IV. PRONUNCIATION

k /k/—voiceless or c /k/—voiceless

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>kick</td>
<td>pocket</td>
<td>walk</td>
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<tr>
<td>keg</td>
<td>because</td>
<td>look</td>
</tr>
<tr>
<td>kite</td>
<td>coca-cola</td>
<td>back</td>
</tr>
<tr>
<td>cup</td>
<td>ticket</td>
<td>lake</td>
</tr>
<tr>
<td>can</td>
<td>Waco</td>
<td>neck</td>
</tr>
<tr>
<td>cot</td>
<td>bacon</td>
<td>tick-tock</td>
</tr>
</tbody>
</table>

The /k/ sound is written with a k or a c.

cap  keg  kit
V. **WRITING: An invitation**

Example:

```
15 Lake Drive
Atlanta, Georgia 06181
January 10, 1990

Dear Sam:

A few friends are coming to my house for dinner Saturday night. Can you join us? We shall be eating at six. After we eat we shall play games and talk. I hope you can come.

Sincerely,

James
```

Write an invitation to Ellen to come to Bible study at your teacher’s home. Give the teacher’s name, street address, time, and day of meeting. Ask Ellen to bring her Bible. Tell her the study will last for one hour, but people often stay to talk.

VI. **MEMORY VERSE**

“My grace is all you need; for my power is greatest when you are weak.”

2 Corinthians 12:9, GNB

VII. **HOMEWORK**

A. **Give short answers to these questions.**

1. Is Simon in his boat?  
   No, he isn’t.

2. Are James and John brothers?  

3. Are the disciples eating with Levi?  

UNIT 6, LESSON 1

4. Is the tax collector cheating the people? ____________________________

5. Is Levi a tax collector? ____________________________

B. Make statements, questions, and negative statements with these verbs.

<table>
<thead>
<tr>
<th>base form</th>
<th>statements</th>
<th>question</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he eats</td>
<td>He is eating.</td>
<td>Is he eating?</td>
<td>He isn’t eating.</td>
</tr>
<tr>
<td>he starts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he hears</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he follows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he joins</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Change these sentences to third person singular, present tense.

1. I eat a meal. He eats a meal

2. I return today.

3. I follow the crowd.

4. I like to walk by Lake Galilee.

5. I join the disciples.

6. I hear about the teacher.

D. Circle the prepositional phrases.

1. Jesus ate a meal in Levi’s house.

2. He was with many tax collectors.

3. Jesus walked along the road.

4. Levi was at home.

5. A large number of tax collectors joined him at the table.
Unit 6, Lesson 2

I. Jesus went back again to the shore of Lake Galilee. A crowd came to him, and he started teaching them. As he walked along, he saw a tax collector, Levi son of Alphaeus, sitting in his office. Jesus said to him, “Follow me.” Levi got up and followed him.

Later on Jesus was having a meal in Levi’s house. A large number of tax collectors and other outcasts was following Jesus, and many of them joined him and his disciples at the table. Some teachers of the Law, who were Pharisees, saw that Jesus was eating with these outcasts and tax collectors, so they asked his disciples, “Why does he eat with such people?”

Jesus heard them and answered, “People who are well do not need a doctor, but only those who are sick. I have not come to call respectable people, but outcasts.”

Mark 2:13-17, GNB
UNIT 6, LESSON 2

A. Dialogue


PHARISEE #2: Why is your Teacher eating with these people? They are outcasts. They are not respectable people.

SIMON: He loves all people, not just respectable ones. He enjoys having a good time with good food.

PHARISEE #2: It is bad to be with these people. This makes the Teacher look like an outcast, too.

JOHN: He said, “People who are well do not need a doctor, but only those who are sick. I have not come to call respectable people, but outcasts.”

LEVI: You are welcome to join us.

PHARISEE #1: No, thanks. We must go now. We can’t be seen with outcasts.

B. Reading Comprehension Questions

1. Where did Jesus eat that day?
2. How many tax collectors were there?
3. Are teachers of the Law outcasts?
4. Who joined Jesus and the disciples at the table?
5. Who saw Jesus eating with the outcasts?
6. Do the Pharisees like the tax collectors and outcasts?
7. Why not?
8. Who overheard the Pharisees and the disciples talking?
9. Who needs a doctor?
10. Who has Jesus come to help?
II. VOCABULARY

A. Buzz Word Practice

1. **again**: another time, once more.
   a. Jesus came **again** to Lake Galilee.
   b. He answered me **again**.
   c. The people came **again**.

2. **only**: by themselves or itself, and no one else.
   a. **Only** one person talked to her.
   b. **Only** God has power to save.
   c. He saw **only** the crowd and nothing else.
   d. **Only** those who are sick need a doctor.

3. **later (on)**: more late, in the future.
   a. **Later on** the Pharisees talked about Jesus.
   b. **Later on** that day, Jesus ate with Levi.
   c. I'll return **later**.

4. **such**: of that kind.
   a. Jesus ate with **such** outcasts.
   b. **Such** people need God.
   c. He ask **such** questions!

Fill in the blanks using the buzz words **again, later (on), only, such**.

1. Please come to class ________________________.

2. They went back ________________________ to the shore of Lake Galilee.

3. I'll talk to him ________________________ about returning to class.

4. He is ________________________ two years old.
UNIT 6, LESSON 2

5. He is ______________________ a good friend.

6. I need ______________________ one dollar.

7. They are bad. Don’t be friends with ______________________ people.

8. I’ll do my homework ______________________.

B. Opposites—learn these opposites.

early.............. late
outcast............ respectable
many.............. few
well.............. sick

Fill in the blanks with the correct opposite.

1. Simon was early, but we came ______________________.

2. Jesus loved respectable people and ______________________.

3. Many people followed Jesus, but ______________________ listened.

4. If you are not well, then you are ______________________.

III. GRAMMAR AND DRILL

A. Comparative degree of adjectives: review the words and fill in the blanks.

dark .............. darker than
light.............. lighter than
early.............. earlier than
late .............. later than
happy .............. happier than

1. Simon came ______________________ Jesus.

2. The outcasts were ______________________ the Pharisees to see Jesus.

3. Tonight is ______________________ last night.

4. The morning is ______________________ the evening.
B. **Question words are often used with present tense questions.** The question word is placed first in the sentence. It is followed by the auxiliary verb (*do*/*does*). Study the examples, then change the following statements to questions.

Examples:  
Whom does Simon Peter follow?  
Where do they go next?  
When does Sam preach?

1. The tax collectors start early. (when)  
   When do the tax collectors start?

2. We eat meals with friends. (when)

3. You hear Tom speak. (when)

4. They cheat the people. (how)

5. The teachers listen to him. (how)

C. **Remember, in the present tense, third person singular adds an *s* or an *es.* With any auxiliary verb (*do*/*does*), the verb *always* requires the base form.

Examples:  
Jesus teaches the woman.  
Does Jesus teach the woman?

1. Use the correct form of the verb in the following statements. Make a question using *do*, *does*.
   
a. Simon ____________________ Jesus. (obey)
   
b. Levi ____________________ to the disciples. (listen)
   
c. John ____________________ Levi is a good man. (doubt)
   
d. Jesus ____________________ all the people. (help)
   
e. Levi ____________________ Jesus. (follow)
UNIT 6, LESSON 2

2. Change the statements into questions. Use the question words in parentheses.
   a. John goes to Lake Galilee. (when)
      When does John go to Lake Galilee?
   b. He teaches many people. (how many)
   c. She sees a tax collector. (who)
   d. Levi has many people in his house. (how many)
   e. The teacher asks the disciples about Levi. (what)

D. Change the noun subject to the correct personal pronoun.
   Example: Sam preaches to the crowd.
            He preaches to the crowd.
   1. The tax collectors take too much money from the people.
   2. Simon and I follow the crowd.
   3. The teachers of the Law doubted Jesus.
   4. Andrew listens to the people.
5. The woman believes Jesus.

E. “Let’s go” is frequently used with an informal invitation.

Peter said to his brother, “Let’s go to Levi’s house.”
A Pharisee said, “Let’s go listen to this Teacher and watch Him carefully.”

The prepositions used most often with “let’s go” are to and with.

Let’s go to Lake Galilee.
Let’s go with the disciples.

Some responses to “let’s go” invitations.

To say yes:
Yes, I’d like that.
OK.
Thanks. I’ll be ready at 6 o’clock.
Sure. When do we start?

To say no:
Perhaps another time.
I can’t go this time; ask me again.
No, thank you.
I’m too busy now. Can we go later?
IV. PRONUNCIATION

/g/ voiced

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Minimal Pairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>gum</td>
<td>bigger</td>
<td>leg</td>
<td>come............gum</td>
</tr>
<tr>
<td>go</td>
<td>again</td>
<td>big</td>
<td>call...............gall</td>
</tr>
<tr>
<td>Galilee</td>
<td>sugar</td>
<td>bag</td>
<td>pick............pig</td>
</tr>
<tr>
<td>get</td>
<td>begin</td>
<td>dog</td>
<td>cot...............got</td>
</tr>
<tr>
<td>got</td>
<td>forget</td>
<td>egg</td>
<td>back...............bag</td>
</tr>
<tr>
<td>girl</td>
<td>giggles</td>
<td>jog</td>
<td></td>
</tr>
</tbody>
</table>

Contrast the consonants:
ka ga ke ge ki gi ko go ku gu

V. WRITING

You’ve been invited for coffee. Write a note to say you cannot come.

Example:

January 20, 1990

Dear ______________,

Thank you for the invitation to come for coffee next Tuesday. I am so sorry I cannot come. I have another appointment. Please ask me again.

Sincerely,

(your name)

VI. MEMORY VERSE

“And then, whoever calls out to the Lord for help will be saved.”

Acts 2:21, GNB
VII  HOMEWORK

A. Make these verbs into present tense questions.

<table>
<thead>
<tr>
<th>base form</th>
<th>question (he)</th>
<th>question (when—he)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. follow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. return</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. hurry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. join</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. tell</td>
<td></td>
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</tr>
</tbody>
</table>

B. Form the negative in present continuous.

Base form

1. eat      She isn’t eating     She’s not eating
2. return   He                     
3. hear     They                   
4. start    You                     
5. hurry    We                     
C. Fill in the blank with the correct object pronoun.

Example:

He heals them. (the people)

1. God gave authority to _________________. (Jesus)
2. Joshua came with _________________. (Deborah)
3. The disciples talked to _________________. (the teachers)
4. They gave food to _________________. (the disciples and me)
5. He walked near _________________. (the lake)
I. Jesus went back again to the shore of Lake Galilee. A crowd came to him, and he started teaching them. As he walked along, he saw a tax collector, Levi son of Alphaeus, sitting in his office. Jesus said to him, “Follow me.” Levi got up and followed him.

Later on Jesus was having a meal in Levi’s house. A large number of tax collectors and other outcasts was following Jesus, and many of them joined him and his disciples at the table. Some teachers of the Law, who were Pharisees, saw that Jesus was eating with these outcasts and tax collectors, so they asked his disciples, “Why does he eat with such people?”

Jesus heard them and answered, “People who are well do not need a doctor, but only those who are sick. I have not come to call respectable people, but outcasts.”

Mark 2:13-17, GNB
UNIT 6, LESSON 3

A. Dialogue

BOSS: You must collect $40.00 from each businessman. I want the money by the end of April.

TAX COLLECTOR: O.K. I'll do that. It will be hard, but I'll do it. Each man must pay his tax bill.

TAX COLLECTOR: Jonas, you owe me $80.00 for taxes.

JONAS: You lie to me! Last year it was only $50.00. How much do you pay the government? About $25.00? You make a lot of profit!

TAX COLLECTOR: I do not lie. I make only a little profit. Each man must pay his taxes.

JONAS: You rob all the people! The tax is less. You always want more. Here is my money. You are not a respectable man.

B. Reading Comprehension Questions

1. What does a tax collector do?
2. Who tells tax collectors how much to collect?
3. How much money does each businessman need to pay?
4. How much does the tax collector ask Jonas to pay?
5. When is the money due?
6. What does Jonas call the tax collector?
7. How much did Jonas pay last year?
8. Does Jonas know how much the Romans tax each person?
9. Who keeps the profit?
10. Is that right?
II. VOCABULARY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Opposites</th>
</tr>
</thead>
<tbody>
<tr>
<td>bill</td>
<td>to collect, collected</td>
<td>easy............... hard</td>
</tr>
<tr>
<td>businessman</td>
<td>to lie, lied</td>
<td>little ............ lot, much</td>
</tr>
<tr>
<td>liar</td>
<td>to owe, owed</td>
<td>more............... less</td>
</tr>
<tr>
<td>money</td>
<td>to pay, paid</td>
<td></td>
</tr>
<tr>
<td>profit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tax</td>
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</table>

<table>
<thead>
<tr>
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<th>Auxiliary Verb</th>
<th>Prepositions</th>
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<tr>
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<td>about</td>
</tr>
<tr>
<td></td>
<td></td>
<td>from</td>
</tr>
</tbody>
</table>

A. Action Verbs

1. **to collect, collected:** to ask and receive payment of bills, debts, or taxes.
   
a. He **collects** the taxes.
b. The tax collector **is collecting** money from Jonas.
c. The tax men **collected** too much money.
d. **Do** the tax men **collect** too much money?
e. **Does** he **collect** tax from Jonas?

2. **to lie, lied:** to tell what is not true; said to deceive.
   
a. He **lies** to the people when he collects too much money.
b. The boy **is lying** to his father.
c. He **lied** about the money he made.
d. **Do** people **lie** about their taxes?
e. **Does** he **lie** about the taxes?
3. **to owe, owed**: to have to pay, to be in debt to.
   
a. Jonas **owes** his taxes.
   b. He **is owing** more money each day.
   c. The businessmen **owed** their taxes.
   d. **Do you owe** any money?
   e. **Does** everyone **owe** taxes?

4. **to pay, paid**: to give money for things or for work.
   
a. Jonas **pays** his taxes.
   b. The men **are paying** for food.
   c. He **paid** all he owed.
   d. **Do you pay** your bills?
   e. **Does** he **pay** taxes or only collect them?

B. **Opposites—fill in the blanks with the correct word.**

  easy .......... hard
  little .......... lot, much
  more .......... less

1. The tax collector said it was __________ to collect taxes. (hard/easy)

2. Each man owes a __________. The tax collector made him pay a __________. (little/lot)

3. Last year the tax was __________. This year it is __________. (more/less)

4. A dollar is __________ than ten dollars. (more/less)

5. Speaking English is __________. (easy/hard)

6. I know a __________ English, but my friend knows a __________ of English. (little/lot)
C. Nouns

1. bill, bills: money owed for work done or things bought.
   a. He owes the bills.
   b. I pay the electric bill each month.

2. businessman: one who is in a business or who runs a business. A business is buying and selling; a store, a factory, etc.
   a. Jonas is a businessman.
   b. I buy from businessmen.

3. liar: a person who says what is not true.
   a. If the tax collector does not ask for the correct tax, he is a liar and a cheat.
   b. A liar speaks what is not true.

4. money: coins of gold, silver or other metal; paper bills that represent these metals. ($)
   a. Everyone needs money to pay bills.
   b. The tax collector took more money than he should for taxes.
UNIT 6, LESSON 3

5. **profit**: the money a businessman has after he pays his bills.

Jonas sells fish for $200.00.
His bills are 150.00.
His tax is 6.00.
His **profit** is 44.00.

6. **tax**: money paid by people to the government.

A hat costs $1.00.
Tax is 4%, .04.
You pay $1.04.

III. GRAMMAR AND DRILL

A. A **preposition** is a word that shows the relationship of a noun or pronoun to some other word in the sentence. Usually the noun or pronoun that follows the preposition is its object. The preposition changes the meaning of the sentence.

Examples:

The women walked **ahead of** the disciples.
The women walked **with** the disciples.
The women walked **behind** the crowd.
The women walked **to** the tax office.
The women walked **into** the tax office.
The women walked **from** the tax office.
The women walked **in** Capernaum.
The women walked **from** Lake Galilee.
Simon is **from** Capernaum.
They walked **from** their house **to** their office.
He sits **in** his office.
B. A prepositional phrase contains a preposition (in) and an object (the house). Circle the 10 prepositional phrases in the following paragraph.

The Teacher walked to the shore of Lake Galilee. A crowd came to Him. He saw a tax collector sitting in his office. The Teacher said to him, “Follow Me.” The Teacher was having a meal in Levi’s house. A large number of tax collectors joined Him at the table. Some teachers of the Law saw Him eating with the outcasts.

C. Fill in the correct preposition: from, in, on, with, of, along.

1. She walked __________ the lake.
2. The Pharisees saw Jesus __________ the tax collectors.
4. The four men were __________ the roof.
5. He is a teacher __________ the Law.
6. The tax collectors are __________ the government.
7. The letter is __________ my mother.

D. The negative of verbs in the present tense is formed by using do/does and not. Contractions are generally used. Change the sentences to present negative. Remember, with do/does the base form of the verb is always used.

Example:

He collects money.
He does not collect money. He doesn’t collect money.

1. Levi collects taxes.

2. The disciples owe money.

3. The tax collector lies to the people.
UNIT 6, LESSON 3

4. Jonas pays for the meal.

5. They walk along the lake.

IV. PRONUNCIATION: Review of short vowels.

a /ä/ as in apple  
e /è/ as in egg  
i /i/ as in is  
o /ö/ as in odd  
u /ú/ as in up

pad  rip  fuss  hen  job  dad  did  
beg  odd  mess  gas  at  leg  hot  
cob  up  tip  Ann  yet  lip  cup

V. WRITING

Write a thank-you note.

Example:

March 18, 1990

Dear Mary and Bob:

Thank you for the lovely evening of fun. The coffee and cake were delicious. It’s so good to have nice friends like you.

Sincerely,

Janie

Write Mary and Bob a thank-you note for the dinner last night. Sign your own name.
VI. **SEQUENCE**

Tell the story in your own words.

VII. **ADAPTATION QUESTIONS**

1. Do you pay taxes in your country? Are they more than you want to pay?
2. Why did people hate the tax collectors?
3. Do we hate tax collectors today?
4. Are tax collectors outcasts today?
5. Do you know anyone who is an outcast?
6. Is an outcast the same as a sinner? Explain your answer.
7. Describe a party or a meal you went to.
8. Do you like to share good food and good news with friends?
9. Why is eating together important?

VIII. **MEMORY VERSE**

"Love your enemies, do good to those who hate you, bless those who curse you, and pray for those who mistreat you."

I. Exercises

A. Months of the year are always capitalized.

1. Write the months of the year in order:
   a. ___________ e. ___________ i. ___________
   b. ___________ f. ___________ j. ___________
   c. ___________ g. ___________ k. ___________
   d. ___________ h. ___________ l. ___________

2. Write in the month.
   a. The first month is ___________
   b. The last month is ___________
   c. After April comes ___________
   d. After July comes ___________
   e. After November comes ___________
   f. Before February comes ___________
   g. Before June comes ___________
   h. Before September comes ___________
UNIT 6, PRACTICE EXERCISES

B. Counting in English

1. Write the word for each number listed.
   a. 10  ten
   b. 20
   c. 30
   d. 40
   e. 50
   f. 60
   g. 70
   h. 80
   i. 90
   j. 100
   k. 13
   l. 11

2. Count from 21 to 30. Write the words for the numbers.
   a. 21 twenty-one
   b. 22
   c. 23
   d. 24
   e. 25
   f. 26
   g. 27
   h. 28
   i. 29
   j. 30

3. Write the word for each number.
   \[10 + 41 = 51\]
   ten and forty-one equals fifty-one.
   a. 11 + 22 = 33
   b. 12 + 42 = 54
   c. 17 + 23 = 40
   d. 10 + 20 = 30
   e. 40 + 50 = 90
   f. 46 + 38 = 84
   g. 88 + 12 = 100
C. Write the opposites to the following.

1. sick
2. a few
3. respectable
4. late
5. hard
6. a lot
7. less
8. well
9. outcast
10. easy

D. Change the following verbs to the present continuous tense. Add the word now.

Example:

Andrew obeys him.

Andrew is obeying him now.

1. Tax collectors take money from the people.

2. He follows Jesus.

3. Jonas goes back to Lake Galilee.
4. I hear the tax collectors speak.

5. She joins the followers of Jesus.

6. The disciples return to Lake Galilee.

7. She starts to follow the crowd.

8. He collects too much money.

9. Jonas owes more money to the tax collector.

10. He pays his taxes.

11. The boy lies to his father.
E. Change the following statements into questions.

Example:

He joins the disciples.

**Does** he **join** the disciples?

1. People often **lie** about money.

2. Jonas **pays** for his food.

3. You **owe** me ten dollars.

4. The teacher **collects** the homework.

5. We **start** class at eight o'clock.

6. Students **return** to class after a week.

7. A new student **joins** our class.

8. Students **hear** more about English.
9. He goes back to tell his wife about Jesus.

10. Many people follow Jesus.

11. Students and teachers eat together.

12. Some people help their friends.

F. The past tense of most verbs is formed by adding an *ed*. Sometimes a final *e* is dropped before adding the *ed* (*save*, *saved*). Sometimes a final consonant is doubled before adding *ed* (*nap*, *napped*).

Write the past tense of the following verbs.

1. like ____________________ 10. return ____________________
2. trust ____________________ 11. lie ____________________
3. follow ____________________ 12. join ____________________
4. owe ____________________ 13. walk ____________________
5. obey ____________________ 14. watch ____________________
6. collect ____________________ 15. open ____________________
7. believe ____________________ 16. doubt ____________________
8. start ____________________ 17. love ____________________
9. prove ____________________ 18. arrive ____________________
UNIT 6. PRACTICE EXERCISES

G. Write the comparative degree of the following adjectives. Some will need er than or ier than after the y is dropped; others will need more than.
Example:
   dark       darker than
   beautiful  more beautiful than

1. happy

2. respectable

3. late

4. light

5. easy

6. doubtful

7. powerful

8. religious

9. angry

H. Use the correct preposition in the sentence. Circle the prepositional phrase and underline the noun or pronoun object of the preposition.
   about  behind  in  with  in front of
   along  by  at  from  on

Example:
   He is ______ the house.
   He is _____ in____ the house.

1. Levi sits ___________ his office.

2. The crowds follow ___________ Jesus.

3. The four men are ___________ the roof.
4. Jesus walked ___________ the shore.

5. Simon is ___________ Capernaum.

6. The crowd sits ___________ the house.

7. The Pharisees are ___________ the crowd.

8. Some people have doubts ___________ Jesus.

9. Jonas is ___________ the synagogue.

10. Simon’s mother-in-law is ___________ home.

11. Please come ___________ me.

I. A noun is the name of a person, place, or thing. Underline the 18 nouns in the following paragraph.

Later on Jesus was having a meal in Levi’s house. A large number of tax collectors and other outcasts were following Jesus, and many of them joined Him and His disciples at the table. Some teachers of the Law, who were Pharisees, saw that Jesus was eating with these outcasts and tax collectors, so they asked His disciples, “Why does He eat with such people?”

J. Combine the following short sentences by using buzz words: and, because, but.

1. Jesus preached. He loved God.

   Jesus preached because He loved God.


3. Simon was a fisherman. He lived in Capernaum.
UNIT 6. PRACTICE EXERCISES

4. The Pharisees judged Jesus. He ate with outcasts.

5. People who are sick need a doctor. Those who are well do not.

K. Circle the correct verb form.
   1. There (is, are) a tax collector here.
   2. There (is, are) taxes to pay.
   3. There (is, are) outcasts eating here.
   4. There (is, are) respectable people here.
   5. There (is, are) a meal on the table.

L. Use the correct reflexive pronoun.

_ herself  himself  myself  themselves  yourself_

1. Jonas sat by ___________________ in his office.
2. The tax collectors ate by ___________________.
3. The teacher ___________________ talked with outcasts.
4. The Pharisees ate by ___________________, not with outcasts.
5. Did you eat by ___________________?
6. The woman sat by ___________________ and watched the men eat.
M. Add the auxiliary verb must to each sentence.

1. You _______________ come and eat with me.

2. Jonas _______________ pay taxes.

3. I _______________ go home.

4. I _______________ study English.

5. Those who are sick _______________ have a doctor.

II. VOCABULARY

<table>
<thead>
<tr>
<th>Verb</th>
<th>Nouns</th>
<th>Prepositions</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat, ate</td>
<td>April</td>
<td>about</td>
<td>large</td>
</tr>
<tr>
<td>collect, collected</td>
<td>bill</td>
<td></td>
<td>other</td>
</tr>
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<td>follow, followed</td>
<td>businessman</td>
<td></td>
<td>outcast</td>
</tr>
<tr>
<td>hear, heard</td>
<td>collector</td>
<td></td>
<td>respectable</td>
</tr>
<tr>
<td>join, joined</td>
<td>doctor</td>
<td></td>
<td>easy</td>
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<tr>
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<td>end</td>
<td></td>
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</tr>
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<td>like, liked</td>
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<td>money</td>
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<tr>
<td></td>
<td>Pharisee</td>
<td></td>
<td></td>
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<td>profit</td>
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<table>
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<th>Opposites</th>
<th>Two-Word Verbs</th>
<th>Buzz Words</th>
<th>Auxiliary Verbs</th>
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<td>easy...........hard</td>
<td>to go back</td>
<td>again</td>
<td>must</td>
</tr>
<tr>
<td>little .........big</td>
<td>went back</td>
<td>later (on)</td>
<td></td>
</tr>
<tr>
<td>more..........less</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>outcast .......respectable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III. RELATED WORDS

A. The following words are used in the sentences in the next section.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
<th>Verbs</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>collector</td>
<td>to collect</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>follower</td>
<td>to follow</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>liar/lie</td>
<td>to lie</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>outcast</td>
<td>outcast</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>profitable</td>
<td>profit</td>
<td>to profit</td>
</tr>
<tr>
<td>6.</td>
<td>taxable</td>
<td>tax</td>
<td>to tax</td>
</tr>
</tbody>
</table>

B. Sentences from the preceding list that show the position of related words.

1. Noun: The tax **collector** was an outcast.
   Verb: He **collected** the money for the taxes.

2. Noun: Simon was a **follower** of Jesus.
   Verb: The crowd **followed** Jesus.

3. Noun: The outcast was a **liar**.
   Noun: He told a **lie** to the people.
   Verb: The man **lies**; he can’t be trusted.

4. Adjective: The **outcast** man followed behind the crowd.
   Noun: Levi was an **outcast**.

5. Adjective: He wants to start a **profitable** business.
   Noun: He gave the **profit** to the poor people.
   Verb: A store **profits** from its business.
   Adverb: The good fish were sold **profitably**.

6. Adjective: Money is **taxable** in the United States.
   Noun: The **tax** on one dollar in some places is four cents.
   Verb: The government **taxes** the people.
IV. A DEEPER LOOK

1. The four disciples were respectable fishermen. How would they feel about Levi?
2. Why did the Pharisees judge Jesus for eating with tax collectors?
3. What did Levi give up to follow Jesus? What did he gain?
Unit 7, Lesson 1

I. Then Jesus went back to the synagogue, where there was a man with a paralyzed hand. Some people were there who wanted to accuse Jesus of doing wrong; so they watched him closely to see whether he would cure the man on the Sabbath. Jesus said to the man, "Come up here to the front." Then he asked the people, "What does our Law allow us to do on the Sabbath? To help or to harm? To save a man's life or to destroy it?"

But they did not say a thing. Jesus was angry as he looked around at them, but at the same time he felt sorry for them, because they were so stubborn and wrong. Then he said to the man, "Stretch out your hand." He stretched it out, and it became well again. So the Pharisees left the synagogue and met at once with some members of Herod's party, and they made plans to kill Jesus.

Mark 3:1-6, GNB
UNIT 7, LESSON 1

A. Dialogue

MAN 1: Look! There is Jesus. He came to the synagogue on the Sabbath.

MAN 2: Yes, but watch. He may do something wrong.

MAN 1: There is a man with a paralyzed hand. Will Jesus heal him? Will He dare heal on the Sabbath?

MAN 2: Look. Jesus is calling the man up front.

MAN 1: If Jesus heals that man, He is in trouble.

B. Core Sentences

1. Jesus went to the synagogue again.
2. He saw a man with a paralyzed hand.
3. The Pharisees watched Jesus.
4. To work on the Sabbath was wrong.
5. Healing a man was work.
6. Will Jesus work on the Sabbath?
7. He called the man.
8. Everyone saw the man with the paralyzed hand.
9. Jesus asked a question.
10. What does the Law allow us to do on the Sabbath?
11. Are we to help or to harm?
12. Are we to save life or destroy life?
13. The Pharisees did not speak.
14. Jesus was angry at them.
15. Jesus was sorry for them.
16. Jesus cured the man’s hand.
17. The Pharisees now planned to kill Jesus.
18. Jesus broke the Pharisees’ Law.
C. **Reading Comprehension Questions**

1. Where did Jesus go?
2. What did Jesus see that was different?
3. Did all the people in the synagogue like Jesus?
4. Who watched Jesus closely?
5. What could Jesus do that would be wrong to the Pharisees?
6. What were the people not allowed to do on the Sabbath?
7. Did the Pharisees think healing was a man’s work?
8. What did Jesus tell the man to do?
9. What did Jesus ask the people?
10. What day is the Sabbath?
11. What did the Pharisees say about the Law?
12. How did Jesus feel about those who judged Him?
13. What miracle did Jesus do?
14. What did the Pharisees plan to do to Jesus?

II. **VOCABULARY**

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
<th>Adjectives</th>
<th>Two-Word Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>to accuse, accused</td>
<td>Herod</td>
<td>angry</td>
<td>to look around</td>
</tr>
<tr>
<td>to allow, allowed</td>
<td>members</td>
<td>sorry</td>
<td>to stretch out</td>
</tr>
<tr>
<td>to cure, cured</td>
<td>party</td>
<td>stubborn</td>
<td></td>
</tr>
<tr>
<td>to destroy, destroyed</td>
<td>plan</td>
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<td>to save, saved</td>
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<td>to stretch, stretched</td>
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<table>
<thead>
<tr>
<th>Opposites</th>
<th>Adverbs</th>
<th>Buzz Words</th>
<th>Preposition</th>
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<td>here ..........  there</td>
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<td>if</td>
<td>around</td>
</tr>
<tr>
<td>wrong ........ right</td>
<td>at once</td>
<td>whether</td>
<td></td>
</tr>
<tr>
<td>front ..........  back</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>help ............ harm</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>save ............ destroy</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>sick ............ well</td>
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<td></td>
<td></td>
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<tr>
<td>in .............. out</td>
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</tbody>
</table>
A. Action Verbs

1. **to accuse, accused:** to blame; to charge someone with having done wrong.
   a. The Pharisees **accuse** him of working on the Sabbath.
   b. They are **accusing** Jesus of blasphemy.
   c. The teachers **accused** Jesus of doing wrong.
   d. **Do you** **accuse** the man of taking the money?
   e. **Does** Sam **accuse** Jim of breaking the law?
   f. **Accuse** him!

2. **to allow, allowed:** to let something be done.
   a. Simon **allows** Andrew to fish in his boat.
   b. Simon is **allowing** the people to watch.
   c. The synagogue **allowed** Jesus to speak.
   d. **Do you** **allow** your children to play in the street?
   e. **Does** the law **allow** change?
   f. **Allow** the man to come in!

3. **to cure, cured:** to make well.
   a. The medicine **cures** the sick man.
   b. The medicine is **curing** Sam.
   c. He **cured** the man’s hand.
   d. **Do** the Pharisees **cure** the man?
   e. **Does** the medicine **cure** John?
   f. **Cure** him, doctor.
4. **to destroy, destroyed**: to do away with; to make useless.
   a. Sickness **destroys** health.
   b. Ann **is destroying** the paper.
   c. The army **destroyed** many villages.
   d. **Do you destroy** old papers?
   e. **Does** the army **destroy** the city?
   f. **Destroy** those rats.

5. **to harm, harmed**: to cause pain or hurt.
   a. Some food **harms** us.
   b. Mary **is harming** herself by eating that food.
   c. Healing **harmed** no one in the synagogue.
   d. **Do doctors harm** sick people?
   e. **Does** the medicine **harm** you?
   f. **Harm** him? It can only help him!

6. **to kill, killed**: to put to death.
   a. Simon **kills** a snake by the lake.
   b. The Pharisees **are killing** the ideas of change.
   c. When Simon **killed** the snake, we were not afraid to get into the boat.
   d. **Do you kill** new thoughts?
   e. **Does** anger **kill** happiness?
   f. **Kill** the snake!
UNIT 7, LESSON 1

7. **to save, saved**: to make safe from harm; to rescue; to put aside in a safe place.
   a. Jim **saves** the man from the lake.
   b. Jane **is saving** her money for the trip.
   c. Jesus **saved** me from my sins.
   d. **Do you save** your money?
   e. **Does Jim save** many people from the lake?
   f. **Save** your money.

8. **to stretch, stretched**: to draw out; to extend to full length.
   a. I often **stretch** my fingers out.
   b. The paralyzed man **is stretching** out his withered hand.
   c. The happy man **stretched** out his hand.
   d. **Do you stretch** in class?
   e. **Does your friend stretch** the rubber band?
   f. Jesus said, "**Stretch out your hand.**"

B. Nouns

1. **Herod**: King during the time of Jesus.

2. **members**: persons belonging to a group.

3. **party**: a group of people doing something together.
4. **plan**: a way of making or doing something that has been worked out beforehand.

**Fill in the blanks with the above nouns.**

1. The Pharisees made a _____________________ to kill Jesus.

2. The King’s name was _____________________.

3. People who followed Herod were members of Herod’s _____________________.

4. The disciples were _____________________ of the group of followers of Jesus.

**III. GRAMMAR AND DRILL**

A. **The imperative form of the verb is used as a command. The subject is you, either singular or plural. It is understood, but not written out.**

1. Commands using the imperative form:
   a. “**Get up, pick up** your mat, and **go** home,” said Jesus.
   b. **Stretch** out your hand.
   c. **Open** the door.
   d. **Sit** down.

2. The negative command uses **don’t**.
   a. **Don’t** hurry.
   b. **Don’t** run.
   c. **Don’t come** to class on holidays.
   d. **Don’t sleep** all day.

3. The polite command uses the word **please**.
   a. **Please come** at 6 o’clock.
   b. **Please listen**.
   c. **Please help** others.
   d. **Please don’t destroy** that paper.
UNIT 7, LESSON 1

B. *If* and *whether* are conjunctions. Sometimes either one can be used in a sentence.

1. The Pharisees wondered ____________ Jesus was a good man.

2. They came to see ____________ Jesus would heal on the Sabbath.

3. I don’t know ____________ Jane can come.

4. John doesn’t know ____________ he can talk to Peter.

5. ____________ you can get there, let me have the paper.

IV. PRONUNCIATION

Long vowels—say their name: *e* /ē/ as in *me*.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Minimal Pairs</th>
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<tbody>
<tr>
<td>eat</td>
<td>teacher</td>
<td>me</td>
<td>/ē/ ........... /ē/</td>
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<td>even</td>
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<td>easy</td>
<td>Jesus</td>
<td>see</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>read .......... red</td>
</tr>
</tbody>
</table>

V. WRITING

Write a note to say you are going to a meeting. Tell when you will return. Sign your name.

Example:

June 5, 1990

Dear Ann:

Our date for lunch on Thursday is still on. Do you mind if we meet at one o’clock? I can’t get there at noon.

Helen
VI. MEMORY VERSE

“So the Son of Man is Lord even of the Sabbath.”

Mark 2:28, GNB

VII. HOMEWORK

A. Practice with verbs. Go down the chart and fill in the blanks for each verb. Use the pronoun in parenthesis when it is needed.

<table>
<thead>
<tr>
<th>base form:</th>
<th>accuse (I)</th>
<th>allow (he)</th>
<th>kill (you)</th>
</tr>
</thead>
<tbody>
<tr>
<td>present:</td>
<td>I accuse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>present question:</td>
<td>Do I accuse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>present negative:</td>
<td>I don’t accuse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>present continuous:</td>
<td>I am accusing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>imperative:</td>
<td>Accuse!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Mark the following sentences: S for subject, V for verb, P for preposition, and OP for object of the preposition.

Example:

S V P OP

Jesus went to the synagogue.

1. He saw the man with the paralyzed hand.

2. Jesus said to the man.

3. Jesus looked at them.

4. The Pharisees met with some others.

5. Simon talked to his friends.
UNIT 7, LESSON 1

C. *If/whether*. Follow the model and write in the sentence.

1. I don’t know ______ (if/whether) he’ll come ______. (come)
2. ________________ (if/whether) ________________ . (talk)
3. ________________ (if/whether) ________________ . (heal)
4. She doesn’t care ______ (if/whether) he’ll come ______. (walks)
5. ________________ (if/whether) ________________ . (pays)
6. ________________ (if/whether) ________________ . (collects)
7. ________________ (if/whether) ________________ . (comes)
Unit 7, Lesson 2

I. Then Jesus went back to the synagogue, where there was a man with a paralyzed hand. Some people were there who wanted to accuse Jesus of doing wrong; so they watched him closely to see whether he would cure the man on the Sabbath. Jesus said to the man, “Come up here to the front.” Then he asked the people, “What does our Law allow us to do on the Sabbath? To help or to harm? To save a man’s life or to destroy it?”

But they did not say a thing. Jesus was angry as he looked around at them, but at the same time he felt sorry for them, because they were so stubborn and wrong. Then he said to the man, “Stretch out your hand.” He stretched it out, and it became well again. So the Pharisees left the synagogue and met at once with some members of Herod’s party, and they made plans to kill Jesus.

Mark 3:1-6, GNB

A. Dialogue

SIMON: Look, Andrew! Those rigid Pharisees are here again. They want to find something to accuse Jesus about.

ANDREW: Yes, brother, but Jesus doesn’t let that stop Him. Sometimes He is angry with them. Other times He looks at them so sadly. Jesus wants them to know God as He does.

SIMON: Yes. Jesus shows us God is love. He helps, teaches, and shares.

ANDREW: And to the Pharisees, God is judgment and Law. They are stubborn men. Their hearts are rigid, but they do not stop Jesus.
UNIT 7, LESSON 2

B. Reading Comprehension Questions

1. Who is talking to Simon?
2. Whom does Simon see?
3. Why are the Pharisees in the synagogue?
4. How does Jesus act toward the Pharisees?
5. What does Jesus show us about God?
6. How does Jesus act to show God’s love?
7. What is God to the Pharisees?
8. Who is stubborn? Who has a hard heart?
9. Do the Pharisees stop Jesus?

II. VOCABULARY

A. Opposites

<table>
<thead>
<tr>
<th>Here</th>
<th>There</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>Wrong</td>
</tr>
<tr>
<td>Front</td>
<td>Back</td>
</tr>
<tr>
<td>Help</td>
<td>Harm</td>
</tr>
<tr>
<td>Save</td>
<td>Destroy</td>
</tr>
<tr>
<td>Sick</td>
<td>Well</td>
</tr>
<tr>
<td>In</td>
<td>Out</td>
</tr>
</tbody>
</table>

B. Fill in the blank using the correct opposite from the vocabulary list. Memorize the opposites.

1. If Jesus is right, the Pharisees must be ____________________.
2. Come here; don’t stand over ____________________.
3. Did Jesus come to ____________________ or to harm?
4. How far is it from ____________________ to there?
5. Jesus made the sick man ____________________.
6. Should Jesus ____________________ a life or destroy it?
7. When Jesus came in, the Pharisees went ____________________?
8. Jesus asked the man at the back to come to the ____________________.
C. Emotion Words

angry  sorry  excited  happy  stubborn

1. Jesus was ______________ at the Pharisees, but He also felt
   ______________ for them.

2. The Pharisees were ______________.

3. The paralyzed man was ______________ when he was healed.

4. Because the Pharisees would not listen, Jesus felt ______________ for them.

D. Underline the Adjectives

1. Sometimes Jesus was angry with the religious leaders.

2. The paralyzed man was so happy to be cured.

3. My stubborn son doesn’t help me.
III. GRAMMAR AND DRILL

A. Tag endings are attached questions. At the end of a statement, a shortened question can be added.

Jesus comes to Capernaum today, doesn’t He?
| statement | | tag ending |

Examples: He isn’t going to help the man, is he?
The Pharisees are angry, aren’t they?
They make plans to kill Jesus, don’t they?

Rules:
1. Affirmative statements have negative attached questions.
2. Negative statements have positive attached questions.
3. Use the same auxiliary verb in the tag ending that is used in the statement.

Examples: That law is to help us, isn’t it? Yes, it is.
Jonas isn’t angry, is he? No, he isn’t.

Add the correct tag endings:

Example:
Simon feels sorry for them, doesn’t he?

1. He looks around, ___________________________?

2. The man isn’t afraid, ___________________________?

3. They watch him closely, ___________________________?

Add the tag ending and the short answer:

Example:
Jesus talks to the people, doesn’t He? Yes, He does.

1. Peter and John are with him, ___________________________? ___________________________.

2. We don’t follow the crowd, ___________________________? ___________________________.

3. He isn’t stubborn, ___________________________? ___________________________.

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English Lessons From the Bible, © 2007 North American Mission Board, Reproducible for educational purposes.
B. Imperative verbs: the negative imperative is formed by using don’t with the base form of the verb.

Don’t go! Don’t watch!

The polite imperative is formed by adding the word please.

Please come in. Please don’t go so quickly.
Please hurry back. Please don’t wait for me.

1. Make these imperative verbs negative.

   Example:
   Stand. Don’t stand.

   a. Open the door. 
   b. Kill the snake.
   c. Allow him to speak.
   d. Stretch out your hand.
   e. Walk by the lake.

2. Add please to the sentences above.

   Example:
   Please stand. Please don’t stand.

   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________
   e. ________________________________
C. The possessive of singular nouns not ending in -s is formed by adding an apostrophe and an s ('s) to the noun. The possessive form is used to show ownership.

Example: The fishing boat is Simon's. (The fishing boat belongs to Simon.)

Make the nouns in the following sentences show possession.

1. The Pharisee______ Law was too rigid.
2. Simon______ mother-in-law was sick.
3. It was Zebedee______ boat.
4. Jesus______ disciples listened carefully.
5. The paralyzed man______ hand was cured.

IV. PRONUNCIATION

Long Vowels: a /ā/ as in lake.

<table>
<thead>
<tr>
<th>ate</th>
<th>take</th>
<th>fail</th>
<th>late</th>
<th>sale</th>
</tr>
</thead>
<tbody>
<tr>
<td>tape</td>
<td>fate</td>
<td>jail</td>
<td>made</td>
<td>lady</td>
</tr>
</tbody>
</table>

Contrast short /ā/ and /ē/ with long /ā/ and /ē/.

<table>
<thead>
<tr>
<th>apple</th>
<th>cake</th>
<th>egg</th>
<th>east</th>
</tr>
</thead>
<tbody>
<tr>
<td>had</td>
<td>baby</td>
<td>bet</td>
<td>eel</td>
</tr>
<tr>
<td>cat</td>
<td>hate</td>
<td>bell</td>
<td>tree</td>
</tr>
<tr>
<td>bag</td>
<td>base</td>
<td>leg</td>
<td>see</td>
</tr>
</tbody>
</table>

The silent e rule: The vowel e at the end of a short word is usually silent. This makes the first vowel long.

<table>
<thead>
<tr>
<th>date</th>
<th>same</th>
<th>cake</th>
<th>male</th>
</tr>
</thead>
</table>
V. **WRITING: A note for school.**

Write a note to a teacher asking for your child to leave school early to go to the doctor. You will meet him in the school office. Sign your name.

Example:

```
November 7, 1989

Dear Mrs. ________________:

Please let my daughter, Sally Munoz, leave school at 1:30 p.m. today. I must take her to the dentist. Thank you for your help.

Sincerely,

Mrs. Munoz
```

VI. **MEMORY VERSE**

“For God hath not given us the spirit of fear; but of power, and of love, and of a sound mind.”

2 Timothy 1:7, KJV
VII. HOMEWORK

A. Verb Practice. Change the sentences into a question form, then into a negative form.

Example: He cures a man on the Sabbath.

Does he cure a man on the Sabbath?

He doesn't cure a man on the Sabbath.

1. He stretches out his hand.

2. The Pharisees leave the synagogue.

3. The Pharisees want to kill Jesus.
B. **Add the tag endings and short answers.**

Example: He is helping people, isn’t he? Yes, he is.

1. They aren’t accusing him, __________________? __________________

2. He isn’t home, __________________? __________________

3. Simon tells Andrew, __________________? __________________

4. She doesn’t wait on him, __________________? __________________

5. He begins to plan, __________________? __________________

C. **Imperatives—fill in the chart.**

<table>
<thead>
<tr>
<th>Imperative</th>
<th>Negative Imperative</th>
<th>Polite Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stop!</td>
<td>Don’t stop!</td>
<td>Please stop.</td>
</tr>
<tr>
<td>2. Help!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Hurry!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Run!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Walk!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 7, Lesson 3

I. Then Jesus went back to the synagogue, where there was a man with a paralyzed hand. Some people were there who wanted to accuse Jesus of doing wrong; so they watched him closely to see whether he would cure the man on the Sabbath. Jesus said to the man, “Come up here to the front.” Then he asked the people, “What does our Law allow us to do on the Sabbath? To help or harm? To save a man’s life or to destroy it?”

But they did not say a thing. Jesus was angry as he looked around at them, but at the same time he felt sorry for them, because they were so stubborn and wrong. Then he said to the man, “Stretch out your hand.” He stretched it out, and it became well again. So the Pharisees left the synagogue and met at once with some members of Herod’s party, and they made plans to kill Jesus.

Mark 3:1-6, GNB
A. Dialogue

PHARISEE 1: There are Jesus and His disciples. Will Jesus break the Law on the Sabbath?

PHARISEE 2: Watch closely. There is a man with a paralyzed hand. It is now useless and he cannot find a job.

PHARISEE 1: I see him. If Jesus cures him, Jesus is a sinner. He does not obey the Law.

(Later that day)

PHARISEE 1: I saw Jesus. He does not love the Law. He sins against God’s Law.

PHARISEE 2: Yes. Too many people follow Jesus. They will obey Jesus instead of us.

PHARISEE 1: What can we do to stop Him?

PHARISEE 2: The Romans need to see that Jesus is a troublemaker. Then they will take care of Him.

PHARISEE 1: What can we do to stop Jesus and His followers?

PHARISEE 2: Follow Jesus and watch Him closely. When the time is right, the Romans can take Him.

PHARISEE 1: Yes. Jesus is dangerous to us. We must stop Him.

B. Comprehension Questions

1. Where is Jesus when He sees the man with the paralyzed hand?
2. What is wrong with his hand?
3. Why does he want Jesus to cure him?
4. What is work?
5. Why did the Pharisees not want Jesus to help on the Sabbath?
6. Who is rigid about the Law, the Pharisees or Jesus?
7. Do many people follow Jesus?
8. Who has authority in the land where Jesus lives?
9. What do they call Jesus?
10. When will they stop Jesus?
II. VOCABULARY

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
<th>Opposites</th>
</tr>
</thead>
<tbody>
<tr>
<td>to break, broke</td>
<td>troublemaker</td>
<td>dangerous ..........safe</td>
</tr>
<tr>
<td>to control, controlled</td>
<td>job</td>
<td>useless ........useful</td>
</tr>
<tr>
<td>to hurt, hurt</td>
<td>sinner</td>
<td></td>
</tr>
<tr>
<td>to love, loved</td>
<td>respect</td>
<td></td>
</tr>
<tr>
<td>to sin, sinned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to stop, stopped</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Buzz Words**

<table>
<thead>
<tr>
<th>Buzz Words</th>
<th>Vocabulary Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>instead of</td>
<td>paralyzed</td>
</tr>
</tbody>
</table>

A. Action Verbs

1. **to break, broke**: to come apart or make come apart; to fail to keep.
   a. I **break** many pencils.
   b. He **is breaking** the Sabbath.
   c. My cup **broke** when it hit the floor.
   d. Do you **break** the Law?
   e. Does the Pharisee **break** the Sabbath Law?

2. **to control, controlled**: to have power or authority over.
   a. The teacher **controls** the classroom.
   b. As I drive I **am controlling** my car.
   c. The Pharisees **controlled** the Laws of the Sabbath.
   d. Do you **control** your children?
   e. Does Jesus **control** your life?
   f. **Control** that child!
3. **to hurt, hurt:** to suffer injury or pain.
   a. He **hurt** his hand.
   b. His hand is not **hurting** now.
   c. He **hurt** himself a long time ago.
   d. Do workers **hurt** themselves often?
   e. Does the man’s hand **hurt** now?

4. **to love, loved:** to have a fond or tender feeling for.
   a. I **love** Jesus.
   b. He is **loving** to all people.
   c. God **loved** the people, so He sent Jesus.
   d. Do you **love** Jesus?
   e. Does your friend **love** you?
   f. Love your neighbor as **you**.

5. **to sin, sinned:** to break the law of God on purpose.
   a. I **sin** when I tell a lie.
   b. The tax collector is **sinning** when he takes too much money.
   c. The Pharisees **sinned** because they planned to harm Jesus.
   d. Do people **sin** often?

6. **to stop, stopped:** to keep from moving, acting, doing, being, or working.
   a. The class **stops** at 10 o’clock.
   b. He is **stopping** the bus now.
   c. The Pharisees **stopped** talking.
   d. Do you **stop** on the way home?
   e. Does the bus **stop** here?
   f. **Stop! Stop!**
UNIT 7. LESSON 3

B. **Opposites**—dangerous . . . safe, useless . . . useful—fill in the blanks with the new opposites.

1. The Pharisees thought Jesus was ______ because He broke the Sabbath law.
2. Some wild animals are ______.
3. The man wanted Jesus to make his hand ______ again.
4. The Pharisees thought Jesus should leave the hand ______
5. If my hand is ______ instead of ______ I cannot work.
6. “A man with many disciples who breaks the Law is ______,” thought the Pharisees.
7. If the house is ______ instead of ______, I cannot stay here.

C. **Buzz Word**—fill in the blank with instead of:

1. Jesus listened to God ______ the Pharisees.
2. Study ______ watching TV.
3. The man ran to Jesus ______ of walking.
4. ______ coffee, I want tea.
5. The Pharisees are rigid ______ flexible.

D. **Vocabulary Expansion**—paralyzed can be used as adjective.

1. **to paralyze, paralyzed:** to make useless or powerless; to cause to lose the power of motion.
   a. His hand was paralyzed.
   b. Jesus saw his paralyzed hand.
III. GRAMMAR AND DRILL

A. “Let’s ___________” is often used in English.

Let’s + US + verb + rest of sentence.
Let’s eat at home tonight.
Let’s go to the movies.
Let’s ask our friends to come here.

Add Let’s to the following sentences.

1. ___________ watch closely.

2. ___________ follow Jesus and listen.

3. ___________ help Sue with the dishes.

4. ___________ stop him.

B. Spelling Rules

1. When a one-syllable word ends in a consonant preceded by a short vowel (run), the consonant is usually doubled before adding an ending. Remember, vowel + consonant = double the consonant.

Example: run = running or runner
plan = planning or planned

Add ing and spell these words correctly:

a. hop ______________ d. sit ______________
b. stop ______________ e. swim ______________
c. hit ______________ f. sin ______________
2. If words accented on the last syllable end in a single consonant preceded by a single vowel, usually double the final consonant before adding an ending that begins with a vowel.

Example: ad **mit’** = admitting
          oc **cur’** = occurring

Add **ing** and spell these words correctly:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>re <strong>mit’</strong></td>
</tr>
<tr>
<td>b.</td>
<td>re <strong>gret’</strong></td>
</tr>
<tr>
<td>c.</td>
<td>com <strong>mit’</strong></td>
</tr>
<tr>
<td>d.</td>
<td>be <strong>gin’</strong></td>
</tr>
</tbody>
</table>

IV. PRONUNCIATION

**Long i /i/** as in *pie*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>ice</td>
<td>like</td>
</tr>
<tr>
<td>idle</td>
<td>time</td>
</tr>
<tr>
<td>hi</td>
<td>sigh</td>
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<tr>
<td>high</td>
<td>tie</td>
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</table>

**Short i /i/**

<p>| | |</p>
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<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>hid</td>
<td>hide</td>
</tr>
<tr>
<td>bit</td>
<td>bite</td>
</tr>
<tr>
<td>kit</td>
<td>kite</td>
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<tr>
<td>pick</td>
<td>pike</td>
</tr>
<tr>
<td>pill</td>
<td>pile</td>
</tr>
<tr>
<td>tip</td>
<td>type</td>
</tr>
</tbody>
</table>
V. **WRITING**

Write an ad to sell a car. Follow the model.

Example:

For Sale: 1985 Honda four-door. Looks great and is in very good condition. Has 57,000 miles. Asking $6,500. Call 433-0013.

VI. **SEQUENCE**

Tell the story to the class.

VII. **ADAPTATION QUESTIONS**

1. How do you feel when you stand up in front of a crowd?
2. Tell me about the last time you talked to a lot of people.
3. Tell me about a time you felt sorry for someone.
4. Are you or your husband (wife) more stubborn?
5. Do you like rigid rules or flexible ones?
6. What is a rigid rule in your house?
7. Is bedtime flexible or rigid with your children?

VIII. **MEMORY VERSE**

“Love never gives up; and its faith, hope, and patience never fail.”

1 Corinthians 13:7, GNB
Unit 7, Practice Exercises

I. COMPLETE
   
   A. Write the opposites of the following adjectives.
      
      1. flexible ___________________ 6. useful ___________________
      2. out ________________________ 7. harm ___________________
      3. well ________________________ 8. back ___________________
      4. destroy ____________________ 9. right ___________________
      5. safe ________________________ 10. there ___________________
      
   B. Underline the verb. Tell if it is: (a) present, (b) present continuous, (c) imperative, or (d) past tense.
      
      Example: __________________ b. He is helping on the Sabbath.
      
      1. __________ Stretch out your hand.
      2. __________ Jesus went back to Lake Galilee.
      3. __________ The Pharisees watched Jesus.
      4. __________ Who is following Jesus?
      5. __________ God forgives our sins.
      6. __________ The Pharisees plan to kill Jesus.
      7. __________ The tax collector believed in Jesus.
      8. __________ Don’t hurt yourself.
      9. __________ He doesn’t destroy the Law.
      10. __________ Please allow me to help you.
C. **Change these sentences to the imperative form. Write a command.**

Example:

   He visits the sick man.  
   Visit the sick man.

1. The men destroy the house.

2. The men kill the snake.

3. He saves his land.

4. I love Jesus.

5. I go home today.

D. **Use the imperative form to change those sentences to negative commands.**

Example:

   He doesn’t listen to the teacher.  
   Don’t listen to the teacher.

1. She doesn’t walk to school.

2. They don’t stop talking.

3. He doesn’t forget the man.

4. Sam doesn’t cry.

5. He doesn’t hurt the man.

E. **Change the sentences to polite commands.**

Example:

   The tax collector allows John to enter.  
   Please allow John to enter.

1. Jesus forgives the man.

2. She doesn’t harm anyone.

3. James allows Peter in the boat.

4. I control my children.

5. I stop at the red light.
UNIT 7, PRACTICE EXERCISES

F. In the chart change the verbs from the present tense to present negative, present question, present continuous, past, and imperative.

<table>
<thead>
<tr>
<th>present</th>
<th>present negative</th>
<th>present question</th>
<th>present continuous</th>
<th>past</th>
<th>imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I stretch.</td>
<td>I don’t stretch.</td>
<td>Don’t I stretch?</td>
<td>I am stretching.</td>
<td>I stretched.</td>
<td>Stretch!</td>
</tr>
<tr>
<td>He breaks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We hurt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They hurt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
G. Combine the two sentences. First write the sentence with *if*, then write it using *whether*.

Example: I want to know. You are home.
I want to know *if* you are home.
I want to know *whether* you are home.

1. I want to see. Jesus healed the man.

2. They watched to see. Jesus cured on the Sabbath.

3. He asked them. They were too stubborn to answer.

H. A noun or a pronoun is usually used as the subject of a sentence. In the following sentences, circle the subject and underline the verb.

Example: (Jesus) went to the synagogue.

1. They wanted to accuse Jesus of doing wrong.
2. The Pharisees watched Him closely.
3. Jesus asked the people a question.
4. He is a good man.
5. Do the Pharisees plan to kill Jesus?
UNIT 7, PRACTICE EXERCISES

I. Change the underlined nouns to object pronouns.
   Example:
   Jesus cured the man. 
   Jesus cured him.

1. The Pharisees talk to the disciples.
2. I will help Peter with the crowd.
3. Jesus saw the woman pray.
4. Andrew looked for Peter and me.
5. Jesus taught the disciples to pray.

J. A prepositional phrase is a preposition plus a noun or pronoun and related words. It may be used as an adjective or adverb. Instead of the prepositional phrase, use the possessive form in the following sentences.
   Example:
   Simon is a disciple of Jesus.
   Simon is Jesus' disciple.

1. He is a friend of John.
   
2. She is the wife of Peter.
   
3. The mother-in-law of Simon was sick.
   
4. The hand of the man was withered.
   
5. Jesus is the Son of God.
K. Punctuation marks—add correct punctuation to the sentences.

1. Is Jesus your friend
2. Class starts at two o clock
3. Does the bus stop here
4. He is my husband's friend
5. Will you help me
6. Doesn't the Law allow Jesus to heal on the Sabbath
7. Don't bring the dog's food in the house

II. VOCABULARY

Verbs

to accuse, accused to hurt, hurt
to allow, allowed to kill, killed
to break, broke to love, loved
to control, controlled to save, saved
to cure, cured to sin, sinned
to destroy, destroyed to stop, stopped
to harm, harmed to stretch, stretched
III. RELATED WORDS

A. The following words are used in the sentences in the next section.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Adjectives</th>
<th>Nouns</th>
<th>Verbs</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>paralyzed</td>
<td>paralysis</td>
<td>to paralyze</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>dangerous</td>
<td>danger</td>
<td>to endanger</td>
<td>dangerously</td>
</tr>
<tr>
<td>3.</td>
<td>safe</td>
<td>safety</td>
<td>to sin</td>
<td>safely</td>
</tr>
<tr>
<td>4.</td>
<td>sinful</td>
<td>sinner</td>
<td>to sin</td>
<td>sinfully</td>
</tr>
</tbody>
</table>

B. Sentences from the previous list that show the position of related words.

1. Adjective: Jesus healed the paralyzed hand.
   Noun: The paralysis is in his hand.
   Verb: An injury paralyzed the man’s hand.

2. Adjective: “That is dangerous talk,” said the Pharisee.
   Noun: The danger comes from those who are rigid.
   Verb: Don’t endanger someone else.
   Adverb: He lives dangerously.

3. Adjective: The children were in a safe place.
   Noun: The safety of the leader is important.
   Adverb: He walked safely through the crowd.

4. Adjective: Are those sinful thoughts?
   Noun: The sinner asked Jesus for healing.
   Verb: All men sin.
   Adverb: He acted sinfully toward the man.

IV. A DEEPER LOOK

1. Why did it take courage for Jesus to return to the synagogue?
2. Why were the Pharisees watching Jesus so closely?
3. Why didn’t Jesus wait until the Sabbath was over to heal the man’s paralyzed hand?
I. Again Jesus began to teach beside Lake Galilee. The crowd that gathered around him was so large that he got into a boat and sat in it. The boat was out in the water, and the crowd stood on the shore at the water’s edge. He used parables to teach them many things, saying to them: “Listen! Once there was a man who went out to sow grain. As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn’t deep. Then, when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. Some of the seed fell among thorn bushes, which grew up and choked the plants, and they didn’t bear grain. But some seeds fell in good soil, and the plants sprouted, grew, and bore grain: some had thirty grains, others sixty, and others one hundred.”

Mark 4:1-8, GNB
A. Dialogue

JOHN: Look at the crowd gathering to hear Jesus teach.

PETER: How can He be heard by so many?

JOHN: He can sit in the boat. We can push out from the shore. That way more people can see and hear Him.

PETER: That’s a good idea. Come, let’s get the boat ready. I hope Jesus will tell a parable today.

JOHN: Me, too. The stories help me understand better what He is teaching.

B. Core Sentences

1. Jesus taught beside Lake Galilee.

2. The crowd was very big.

3. Jesus sat in a boat.

4. Jesus taught a parable.

5. A man went to sow grain.

6. He scattered grain.
7. Some seed fell in the path.

8. Birds ate the seed.

9. Some fell on rocky ground.

10. The soil was not deep.

11. The seeds sprouted.

12. The sun burned the plants.

13. The plants dried up.

14. Some seeds fell among thorn bushes.

15. Thorn bushes choked the plants.

16. There was no grain.

17. But some seeds fell in good soil.

18. Plants sprouted, grew, and bore grain.
C. Reading Comprehension Questions

1. Who is teaching?
2. How many people are listening?
3. Where is Jesus sitting?
4. What is the story Jesus tells called?
5. What is the man doing?
6. What did the birds eat?
7. What did the sun do to the young plants?
8. Why did the sun burn the plants?
9. What did the thorn bushes do to the young plants?
10. What did the seed in good soil do?

II. VOCABULARY

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
<th>Opposites</th>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear, bore</td>
<td>birds</td>
<td>large............small</td>
<td></td>
</tr>
<tr>
<td>begin, began</td>
<td>edge</td>
<td>sit ...............stand</td>
<td></td>
</tr>
<tr>
<td>burn, burned</td>
<td>farmer</td>
<td>rocky ...............smooth</td>
<td></td>
</tr>
<tr>
<td>choke, choked</td>
<td>field</td>
<td>deep ...............shallow</td>
<td></td>
</tr>
<tr>
<td>dry up, dried up</td>
<td>fruit</td>
<td>young ...............old</td>
<td></td>
</tr>
<tr>
<td>fall, fell</td>
<td>grain</td>
<td></td>
<td>among</td>
</tr>
<tr>
<td>gather, gathered</td>
<td>ground</td>
<td></td>
<td>around</td>
</tr>
<tr>
<td>grow, grew</td>
<td>parable</td>
<td></td>
<td>beside</td>
</tr>
<tr>
<td>scatter, scattered</td>
<td>path</td>
<td></td>
<td>into</td>
</tr>
<tr>
<td>sow, sowed</td>
<td>plants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sprout, sprouted</td>
<td>roots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stand, stood</td>
<td>seed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>soil</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>story</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sun</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>thorn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Action Verbs

1. **to bear, bore**: to hold up or support; to bring forth fruit; to produce.
   a. Good plants **bear** good grain.
   b. The man **is bearing** a heavy pack on his back.
   c. **Don’t bear** too heavy a load.
   d. The tree **bore** a lot of fruit last year.

2. **to begin, began**: to start.
   a. Class **begins** at ten o’clock.
   b. You **are beginning** to speak English.
   c. **Don’t begin** without me.
   d. Jesus **began** to tell a story.

3. **to burn, burned**: to set on fire; to injure by fire or heat.
   a. The sun **burns** the young plants.
   b. He **is burning** the letter.
   c. **Don’t burn** your food.
   d. The sprout **burned** and dried up.

4. **to choke, choked**: to stop the breath; to kill a plant by not giving it air, water, or room to grow.
   a. He **chokes** on the food.
   b. The thorn bush **is choking** the young plant.
   c. **Don’t choke** on that piece of meat.
   d. The smoke **choked** the fireman.
5. **to dry (up), dried (up):** to make or become dry; to remove the water.
   a. Please **dry** the dishes.
   b. The plants are **drying up** in the sun.
   c. The sun **dries** the clothes quickly.
   d. The plant **dried up** and died.

6. **to fall, fell:** to come down from a higher place; to drop.
   a. The pencil **falls** off the table.
   b. The apples are **falling** from the tree.
   c. **Don’t fall** down.
   d. The seed **fell** on rocky ground.

7. **to gather, gathered:** to bring into one place, to collect.
   a. A crowd **gathers** around the boat.
   b. The man is **gathering** his fruit.
   c. **Gather** all your books before you go home.
   d. Jesus **gathered** his disciples around him.

8. **to grow, grew:** to become bigger.
   a. The plant **grows** well in the good soil.
   b. My plants are **growing** fast.
   c. The plant doesn’t **grow** in rocky ground.
   d. The disciples **grew** in knowledge as Jesus taught.
9. **to scatter, scattered:** to throw here and there.
   a. Mary *scatters* her books all over the floor.
   b. The farmer is *scattering* the seeds.
   c. *Don’t scatter* the seed on rocky ground.
   d. I *scattered* my papers when I fell.

10. **to sow, sowed:** to scatter seed on the ground; to plant seed.
    a. The farmers *sow* seed every year.
    b. Mary is *sowing* seed in her flower garden.
    c. *Don’t sow* seed there. The ground is rocky.
    d. Jesus *sowed* seeds of love.

11. **to sprout, sprouted:** to begin to grow.
    a. Seeds *sprout* in the spring.
    b. My plant is *sprouting* a new branch.
    c. *Sprout* quickly, little seed.
    d. The seeds *sprouted* quickly after the rain.

12. **to stand, stood:** to be upright on one’s feet.
    a. I *stand* as I listen to the children.
    b. The teacher is *standing*.
    c. *Don’t stand*; please sit.
    d. The crowd *stood* at the water’s edge.
UNIT 8, LESSON 1

B. Opposites to learn

large................small
sit .................. stand
rocky ................ smooth
deep ................ shallow
young .............. old

C. Fill in the blank with the correct opposite.

1. She __________ because she was tired, but I __________ because I was excited. (sat, stood)

2. Your thick book is __________, but my thin book is __________. (large, small)

3. The baby is __________, but the grandmother is __________. (old, young)

4. Lake Galilee is __________, but the boat is __________. (shallow, deep)

5. The path around the lake is __________, but the path to the village is __________. (rocky, smooth)

III. GRAMMAR AND DRILLS

A. Past tense of the verb to be.

<table>
<thead>
<tr>
<th>To Be</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>First</td>
<td>I am</td>
<td>we are</td>
</tr>
<tr>
<td>Second</td>
<td>you are</td>
<td>you are</td>
</tr>
<tr>
<td>Third</td>
<td>he is</td>
<td>they are</td>
</tr>
<tr>
<td></td>
<td>she is</td>
<td>she was</td>
</tr>
</tbody>
</table>

Examples: Jesus **was** in the boat.  
The disciples **were** on the shore.
B. *Was* and *were* are used in sentences that begin with *there*.
   Example: *There was* a man who went out to sow grain.

C. Change these sentences to past tense.
   Example:
   
   Peter is a disciple.  
   Peter **was** a disciple.

   1. The sower is in the field.
   2. They are in the boat.
   3. There are seeds on the rocky soil.

IV. PRONUNCIATION

   Long vowel: **o /o:/** as in *robe*

<table>
<thead>
<tr>
<th>go</th>
<th>boat</th>
<th>home</th>
<th>old</th>
<th>show</th>
</tr>
</thead>
<tbody>
<tr>
<td>grow</td>
<td>own</td>
<td>coat</td>
<td>hold</td>
<td>nose</td>
</tr>
<tr>
<td>so</td>
<td>over</td>
<td>note</td>
<td>both</td>
<td>clothes</td>
</tr>
</tbody>
</table>

   Short vowel **o /ʊ:/**

   | not   | note  |
   | cop   | cope  |
   | got   | goat  |
   | rob   | robe  |
   | rod   | rode  |
   | hop   | hope  |
V. WRITING

Study the examples. Write an ad to sell a brass bed, box springs, and mattress that have been used 6 months. Set a price and give a phone number.

Example:

Refrigerator, frost free, white, Admiral.
Very good condition, $125, 439-0500.

Sofa bed. Excellent condition. Ivory color.
Modern style. $100. 762-5420.

Table/kitchen and 4 matching chairs. Good condition, $65. 934-2282 after 6 p.m.

VII. MEMORY VERSE

"Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap."

Galatians 6:7, KJV

VIII. HOMEWORK

A. Change these sentences to past tense.

1. The seeds are in good soil.

2. The thorn bushes are in the way.

3. John is in the boat.

4. The crowd is on the shore.

5. I am late.

6. I am at the shop.
UNIT 8, LESSON 1

B. Change these sentences to present tense.

1. I was angry.

2. Levi was an outcast.

3. The disciples were in the crowd.

4. We were late for class.

5. They were with us.

6. Peter was on his way to the lake.

C. Verb Work—fill in the blanks.

<table>
<thead>
<tr>
<th>present</th>
<th>1. to bear</th>
<th>1. to burn</th>
</tr>
</thead>
<tbody>
<tr>
<td>present question</td>
<td>2. Does it bear?</td>
<td>2.</td>
</tr>
<tr>
<td>present negative</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>present continuous</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>imperative</td>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>polite imperative</td>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>let's</td>
<td>7.</td>
<td>7.</td>
</tr>
</tbody>
</table>
UNIT 8, LESSON 1

D. **Change to past tense.**

1. is walking ________________
2. are ________________
3. am ________________
4. are talking ________________
5. is ________________

E. **Make questions using does/do.**

1. he plants ________________
2. it sprouts ________________
3. I scatter ________________
I. Again Jesus began to teach beside Lake Galilee. The crowd that gathered around him was so large that he got into a boat and sat in it. The boat was out in the water, and the crowd stood on the shore at the water’s edge. He used parables to teach them many things, saying to them: “Listen! Once there was a man who went out to sow grain. As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn’t deep. Then, when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. Some of the seed fell among thorn bushes, which grew up and choked the plants, and they didn’t bear grain. But some seeds fell in good soil, and the plants sprouted, grew, and bore grain: some had thirty grains, others sixty, and others one hundred.”

Mark 4:1-8, GNB
UNIT 8, LESSON 2

A. Dialogue

RUBEN: I love these stories and parables that Jesus tells. I could listen for hours.

ELI: So could I. Jesus makes God seem so near. He brings God into all we do.

RUBEN: Yes. Think about the field and the man sowing seed. That story Jesus told us stays in my mind. I keep thinking about the thorn bushes that choked the plants.

ELI: And the plants that dried up because they had no roots. Jesus does make us think. He isn’t like the other teachers.

B. Reading Comprehension Questions

1. What does Ruben love to hear?
2. How long could he listen to Jesus?
3. What does Eli like about Jesus’ teaching?
4. What does Ruben keep thinking about?
5. What part of the parable does Eli think about?
6. Why is Jesus not like other teachers?

II. VOCABULARY

A. Nouns

1. bird: an animal that has wings, feathers, two legs, and a beak or bill.

2. bush: a woody plant smaller than a tree.
3. **edge**: the line or place where something ends.

4. **farmer**: a person who raises crops or animals on a farm.

5. **field**: a piece of land with few or no trees.

6. **fruit**: a juicy or fleshy product of a tree, bush, shrub, or vine. Apples, oranges, and bananas are fruits.

7. **grain**: seed or seed-like product of wheat, corn, or rice.

8. **ground**: the solid part of the earth’s surface.
9. **parable**: a brief story used to teach some moral lesson or truth.

10. **path**: a way made by people or animals walking.

11. **plant**: any living thing that is not an animal. Trees, shrubs, vines, grass, vegetables are all plants.

12. **root**: the part of a plant that grows down into the soil, holds the plant in place, and absorbs water and food from the soil.

13. **seed**: the part of a plant from which a flower, vegetable, or other plant grows.

14. **soil**: the ground or earth.
15. **story**: an account of some happening or group of happenings.

16. **sun**: the brightest heavenly body in the sky.

17. **thorn**: a sharp point on a stem or branch of a tree or other plant.

**B. Fill in the blanks with the correct nouns.**

1. A man who grows plants on a farm is called a _____________.

2. People sat on the land at the ________________ of the water.

3. The plants grow in ________________ or ________________.

4. The ________________ shines and it is day.

5. Jesus told the people stories called ________________.

6. Jesus taught by telling ________________ or ________________.

7. A bush is a _________________. Its _________________ grow under the ground.

8. Many flowers also have _________________ that are sharp.

9. You plant _________________ in the soil. The plants grow and bear _________________.

10. An apple is a _________________.

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UNIT 8. LESSON 2

11. The cows walk in the field and make a ________________.

12. The ________________ sings in the tree.

13. A plant smaller than a tree is a ________________.

C. Prepositions

1. **among**: one of; with; surrounded by.
   
   The seed fell **among** thorn bushes.
   
   I am **among** friends.

2. **around**: in a circle about.
   
   Draw a circle **around** the prepositional phrase.

3. **beside**: by the side of; close to; near.
   
   Jesus walked **beside** the shore.

4. **into**: to the inside of; toward and inside.
   
   Jesus got **into** a boat to teach.

D. Practice—Circle all the prepositional phrases and underline the prepositions. Remember a prepositional phrase is a preposition with a noun or pronoun and related words.

   Jesus began to teach beside Lake Galilee. The crowd around Him was so large that Jesus got into a boat and sat in it. The boat was in the water and the crowd stood on the shore at the water’s edge.
III. GRAMMAR AND DRILL

A. Review of the verb tenses: present, present continuous, imperative.

1. Present tense is used for action in the present time. Use the basic form of the verb except with he/she/it (third person singular) when s or es is added. (I answer. He answers. I go. He goes. You run. He runs.)

   In a question and a negative, the basic form of the verb is used after do or does. (Do I answer? Does he answer? I don’t answer. He doesn’t answer. Do I go? Does he go? I don’t go. He doesn’t go. Do you run? Does he run? You don’t run. He doesn’t run.)

2. Present continuous is used for an action that is taking place at the present time. It is sometimes used with the word not. It is formed by using the correct form of verb to be plus a verb with an ing ending.

   (be + verb + ing)
   I am answering.
   He is running.
   I am going.

   Questions are formed using:

   (be + subject + verb + ing)
   Am I answering?
   Am I going?
   Is he running?

   Negatives are formed using:

   (subject + be + not + verb + ing)
   I am not answering.
   I’m not answering.

3. Imperative uses the basic form of the verb with the subject you understood. (Answer me.)

   Negative: Don’t answer.
   Polite: Please answer.
UNIT 8, LESSON 2

B. Past Tense

1. Explanation: Much of the Scripture is written in the past tense; therefore, this is not new. Tense means time. Past time is indicated in regular verbs by the addition of *d* or *ed* to the basic form of the verb. Many verbs that end in the consonant *y* change the *y* to *i*, and add *ed*.

- carry, carried
- study, studied
- dry, dried
- worry, worried
- hurry, hurried

The past tense form is the same for all persons.

<table>
<thead>
<tr>
<th>to scatter</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person</strong></td>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>First</td>
<td>I scattered</td>
</tr>
<tr>
<td>Second</td>
<td>you scattered</td>
</tr>
<tr>
<td>Third</td>
<td>he scattered</td>
</tr>
<tr>
<td></td>
<td>she scattered</td>
</tr>
<tr>
<td></td>
<td>it scattered</td>
</tr>
</tbody>
</table>

Questions and negatives in past tense use the auxiliary verb *did*. (Did I scatter? I didn’t scatter.)

Use the contracted form *didn’t* for *did not* in speaking and in most writing. ALWAYS use the basic form of the verb with *did* and *didn’t*.

- past tense: I gathered
- past negative: I didn’t gather.
- past question: Did I gather?
2. Examples

a. Change these sentences to past tense. Add the word *yesterday*.

Example: The man scatters his seed.
         The man *scattered* his seed *yesterday*.

1) The seed sprouts into a young plant.

2) A crowd gathers around Lake Galilee.

3) The sun burns the plant.

4) It dries up.

5) The thorn bush chokes the plant.

b. Change these sentences to questions.

Example: The Pharisees watched Jesus.
         Did the Pharisees watch Jesus?

1) Jesus used parables to teach.

2) The seeds sprouted.

3) The people listened to Jesus.
UNIT 8, LESSON 2

4) Jesus answered their questions.

5) The disciples loved Jesus.

c. Make these sentences negative.

Example:  The seeds sprouted.
           The seeds didn’t sprout.

1) The people dared to follow him.

2) The Pharisees listened to Jesus.

3) The man sowed the grain.

4) Some seed fell among the thorn bushes.

5) The birds ate some of the seeds.

IV. PRONUNCIATION

Long u /ū/ as in use.
use  due  cure  mute  music  few
fuse  cute  you  abuse  argue  hue

Short u /ʊ/  Long u /ū/  Short u /ʊ/  Long u /ū/
us  use  fuss  fuse
cut  cute  mull  mule
mutt  mute  jut  jute
V. WRITING

You have bought a new Always Fresh Coffee maker. It doesn’t keep the coffee hot. You want to return it to the manufacturer for a refund. The manufacturer’s address is:

Always Fresh Company
727 Red Road
Johnson, WV 10001

Write a letter to send with the package.

VII. MEMORY VERSE

“So let us not become tired of doing good; for if we do not give up, the time will come when we will reap the harvest.”

Galatians 6:9, GNB

VIII. HOMEWORK

A. Write the correct past tense verb form.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past Past</th>
<th>Negative</th>
<th>Past Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bear</td>
<td>bore</td>
<td>didn’t bear</td>
<td>Did he bear?</td>
</tr>
<tr>
<td>2. begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. burn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. choke</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. dry up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. gather</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. grow</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 8, LESSON 2

8. grow

9. scatter

10. sow

11. sprout

12. stand

B. Copy the verses Mark 4:3-8. Underline all prepositional phrases.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
I. Again Jesus began to teach beside Lake Galilee. The crowd that gathered around him was so large that he got into a boat and sat in it. The boat was out in the water, and the crowd stood on the shore at the water’s edge. He used parables to teach them many things, saying to them: “Listen! Once there was a man who went out to sow grain. As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn’t deep. Then, when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. Some of the seed fell among thorn bushes, which grew up and choked the plants, and they didn’t bear grain. But some seeds fell in good soil, and the plants sprouted, grew, and bore grain: some had thirty grains, others sixty, and others one hundred.”

Mark 4:1-8, GNB
UNIT 8, LESSON 3

A. Dialogue

JOE JOHNSON: I want to see Mr. Thomas. Is he very sick?

NURSE: Yes, he is.

JOE JOHNSON: Mr. Thomas was my Bible teacher when I was a teenager. I did not listen well. I was like the “rocky ground” in the story he told us.

NURSE: I don’t understand. What do you mean?

JOE JOHNSON: When I was a boy, this man planted the word of God in my heart. When I left home, I had many problems. Then I would remember what Mr. Thomas taught me. His words helped me. I made the decision to read the Bible and to try to obey Jesus. This changed my life. Now I must say “Thank you.” Do you think I could see him?

NURSE: Yes, but only for a moment.

JOE JOHNSON: Mr. Thomas, this is Joe Johnson. Do you remember me?

MR. THOMAS: Yes. I remember you. I think I remember you were a little wild. I remember teaching you the story that Jesus taught about the soil. It seems to me you are the good soil instead of rocky ground.

JOE JOHNSON: Yes, sometimes the seeds you plant take awhile to sprout. Thank you for helping me grow to be a man of God. I owe a lot to you.

MR. THOMAS: Thank you for remembering me. I am pleased that the good seeds in your life are producing much fruit.
B. Reading Comprehension Questions

1. Who does Joe Johnson want to see?
2. How sick is Mr. Thomas?
3. Who is Joe Johnson?
4. What did Mr. Thomas do for Joe Johnson?
5. What did Mr. Thomas plant?
6. Where did he plant them?
7. What happened when Joe Johnson left home?
8. What did he remember?
9. What did Joe Johnson begin to do?
10. What does he want to tell Mr. Thomas?
11. What does Mr. Thomas remember?
12. Was Joe Johnson "good soil" or "rocky soil"?

II. VOCABULARY

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>kind</td>
<td>decision</td>
<td>to harvest, harvested</td>
</tr>
<tr>
<td>wild</td>
<td>harvest</td>
<td>to intend, intended</td>
</tr>
</tbody>
</table>

A. Action Verbs

1. to harvest, harvested: to gather and bring in for use.
   a. We harvest food in the autumn.
   b. The farmers harvested a big rice crop.
   c. Simon was harvesting the grain yesterday.

2. to intend, intended: to have in mind as a purpose, to plan.
   a. He intends to be in class tomorrow.
   b. He intended to be here on time.
3. **to produce, produced**: to make, to bring about, to bring forth.
   a. The farmer *produces* food.
   b. The trees *produced* many apples.

B. **Nouns**

1. **decision**: a position arrived at after making up one's mind.

2. **harvest**: a time of gathering in grain and other food.

C. **Adjectives**

1. **kind**: doing good rather than harm.

2. **wild**: living or growing in forest or fields; not tame.

D. **Fill in the blank with the correct verb, noun, or adjective from the vocabulary.**

1. The farmer had a great __________ from the fields.

2. The fields __________ much grain.

3. As a boy Joe Johnson was __________, but now he is a __________ man.

4. Do you __________ to take that job?

5. I have made a __________. I will take the job.

6. The farmer __________ the field.
III. GRAMMAR AND DRILL

A. Past tense negative of to be. The negative is formed by adding not. The contraction (wasn’t, weren’t) is almost always used in conversation and in writing.

<table>
<thead>
<tr>
<th>to be</th>
<th>Negative Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Singular</td>
</tr>
<tr>
<td>First</td>
<td>I wasn’t</td>
</tr>
<tr>
<td>Second</td>
<td>you weren’t</td>
</tr>
<tr>
<td>Third</td>
<td>he wasn’t she wasn’t it wasn’t</td>
</tr>
</tbody>
</table>

Questions are formed by putting to be before the subject.

Was I . . . ?  Were we . . . ?
Were you . . . ? Were you . . . ?
Was he/she/it . . . ? Were they . . . ?

Change these sentences to questions and negative sentences.

Example:

I was at the shore.

Was I at the shore?  I wasn’t at the store.

1. You were with me.
2. They were late for dinner.

3. He was in the boat.

4. The disciples were among the crowds.

B. **Nouns name persons, places, or things.**

Underline the nouns in the following paragraph:

“Listen! Once there was a man who went out to sow grain. As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn’t deep. Then, when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. Some of the seed fell among thorn bushes, which grew up and choked the plants, and they didn’t bear grain. But some seeds fell in good soil, and the plants sprouted, grew, and bore grain: some had thirty grains, others sixty, and others one hundred.”

Mark 4:3-8, GNB
IV. PRONUNCIATION

A. Pronunciation of past tense regular verbs.
   1. If the verb ends in \textit{t} or \textit{d}, pronounce the ending as a separate syllable \textit{id}. (started)
   2. If the verb ends in a voiceless sound, pronounce the ending as a /\textit{t}/. (picked)
   3. If the verb ends in a voiced sound, pronounce the ending as a /\textit{d}/. (killed)

B. Fill in the blanks with the past tense.

<table>
<thead>
<tr>
<th></th>
<th>/id/</th>
<th>/t/</th>
<th>/d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>sprout</td>
<td>_________</td>
<td>15. burn</td>
</tr>
<tr>
<td>2.</td>
<td>start</td>
<td>_________</td>
<td>16. dry</td>
</tr>
<tr>
<td>3.</td>
<td>cheat</td>
<td>_________</td>
<td>17. gather</td>
</tr>
<tr>
<td>4.</td>
<td>collect</td>
<td>_________</td>
<td>18. scatter</td>
</tr>
<tr>
<td>5.</td>
<td>doubt</td>
<td>_________</td>
<td>19. accuse</td>
</tr>
<tr>
<td>6.</td>
<td>intend</td>
<td>_________</td>
<td>20. allow</td>
</tr>
<tr>
<td>7.</td>
<td>harvest</td>
<td>_________</td>
<td>21. kill</td>
</tr>
<tr>
<td>8.</td>
<td>choke</td>
<td>_________</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>stretch</td>
<td>_________</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>stop</td>
<td>_________</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>pick</td>
<td>_________</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>walk</td>
<td>_________</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>produce</td>
<td>_________</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>help</td>
<td>_________</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 8, LESSON 3

V. WRITING

A. Write the story in your own words.
B. Give three reasons you like or do not like to grow plants.

VI. SEQUENCE

Tell the story in your own words.

VII. ADAPTATION QUESTIONS

Answer these questions in your own words.

1. Do you like to grow plants?
2. What do you do if a plant does not grow?
3. Where can you buy plants and seeds to make a garden?
4. Tell a story about planting in your country.
5. How can stories help you learn important things?

VIII. MEMORY VERSE

“Remember that the person who plants few seeds will have a small crop; the one who plants many seeds will have a large crop.”

2 Corinthians 9:6, GNB
Unit 8, Practice Exercises

I. EXERCISES

A. Write the correct past tense forms of these verbs.

1. dry  
2. carry  
3. hurry  
4. gather  
5. scatter  
6. sow  
7. burn  
8. study  
9. sprout  
10. worry

B. Write the opposites to the following adjectives.

1. sick  
2. small  
3. stand  
4. rocky  
5. dangerous  
6. shallow  
7. front  
8. young  
9. here

C. Underline the complete verb in the following sentences.

1. Jesus taught using a parable.
2. Did the seeds sprout in rocky soil?
3. Some seed fell in good soil.
4. Listen!
5. The crowds are listening to the parable.
6. When did the sun come up?
7. The plant bore much grain.
8. Birds eat the seeds of grain.
9. Did the thorn bush choke the plants?
10. In some places, the soil is shallow.
D. In the following sentences, circle the nouns, underline the verbs, and put two lines under the prepositional phrases.

Example: Jesus is teaching on the shore of Lake Galilee.

(Jesus) is teaching on the (shore) of (Lake Galilee).

1. The crowd is listening to the parable.
2. A man scattered his seed in a field.
3. Some seed fell along the path.
4. The birds came behind the man and ate his seed.
5. Rocky ground has little soil for seed.
6. The seed among thorn bushes did not sprout.
7. The people sat beside the lake.
8. The disciples walked among their friends.
9. Samuel is joining the crowd around the boat.
10. That seed fell in good ground.

E. Pronounce the following past tense verbs. Then write in the blank either a /d/, a /t/, or /id/ to show the final sound.

1. controlled
2. loved
3. stretched
4. started
5. harmed
6. returned
7. joined
8. needed
9. cheated
10. collected
11. completed
12. dared
13. doubted
14. helped
15. liked
16. obeyed
17. picked
18. preached
19. talked
20. seeded
F. Change the following statements into past tense questions. Remember that the use of do or did requires the base form of the verb.

Example: Jesus began to teach beside Lake Galilee.
Did Jesus begin to teach beside Lake Galilee?

1. The crowd gathered around Him.

2. Jesus got into a boat.

3. The crowd stood on the shore.

4. Jesus used parables to teach.

5. A man went out to sow grain.

6. He scattered the seed in the field.

7. It fell along the path.

8. Birds came to eat it up.

9. The seeds sprouted.

10. The sun burned the young plants.
G. Change the following statements into negative statements.

Example: The seed soon sprouted
         The seed didn’t soon sprout.

1. The sun came up.

2. It burned the young plants.

3. The roots grew deep enough.

4. The plants dried up.

5. The seed fell among the thorn bushes.

6. They choked the plants.

7. They bore grain.

8. The plants sprouted.
H. Contractions, or a shortened form, are often used in English. Make contractions of the bold print words.

1. I am a disciple of Jesus.

2. You are his friend.

3. She is telling about him.

4. It is early in the morning.

5. We are sitting on the shore.

6. I do not have any food.

7. He does not see over the crowd.

8. They do not understand the parable.

9. Jesus did not teach too much.

I. Fill in the correct past tense, question form, and negative form of the verb to be.

<table>
<thead>
<tr>
<th>to be</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
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<td>Singular</td>
</tr>
<tr>
<td>First</td>
<td>I</td>
</tr>
<tr>
<td>Second</td>
<td>you</td>
</tr>
<tr>
<td>Third</td>
<td>he</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## UNIT 8. PRACTICE EXERCISES

### to be Question Form

<table>
<thead>
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<th>Singular</th>
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<tbody>
<tr>
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<td>_________ I?</td>
<td>_________ we?</td>
</tr>
<tr>
<td>Second</td>
<td>_________ you?</td>
<td>_________ you?</td>
</tr>
<tr>
<td>Third</td>
<td>_________ he?</td>
<td>_________ they?</td>
</tr>
<tr>
<td></td>
<td>_________ she?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ it?</td>
<td></td>
</tr>
</tbody>
</table>

### to be Negative Form

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
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<td>I _________</td>
<td>we _________</td>
</tr>
<tr>
<td>Second</td>
<td>you _________</td>
<td>you _________</td>
</tr>
<tr>
<td>Third</td>
<td>he _________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>she _________</td>
<td>they _________</td>
</tr>
<tr>
<td></td>
<td>it _________</td>
<td></td>
</tr>
</tbody>
</table>
II. VOCABULARY

A. Verbs

bear, bore
begin, began
burn, burned
choke, choked
dry up, dried up
fall, fell
gather, gathered
grow, grew
harvest, harvested
produce, produced
scatter, scattered
sow, sowed
sprout, sprouted
stand, stood

Nouns

bird
bush
decision
farmer
field
fruit
grain
ground
harvest
parable
path
plants
roots
seed
soil
story
sun
thorn

Prepositions

among
around
beside
into

Adjectives

kind
wild

Opposites

large ........ small
sit ............ stand
rocky ........ smooth
deep .......... shallow
young ........ old
### B. Related Words

1. The following words are used in the sentences in the next section.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>beginner</td>
<td>beginner</td>
<td>to begin, began</td>
</tr>
<tr>
<td>b.</td>
<td>burned</td>
<td>burn</td>
<td>to burn, burned</td>
</tr>
<tr>
<td>c.</td>
<td>decision</td>
<td></td>
<td>to decide, decided</td>
</tr>
<tr>
<td>d.</td>
<td>harvest</td>
<td></td>
<td>to harvest, harvested</td>
</tr>
<tr>
<td>e.</td>
<td>plant</td>
<td></td>
<td>to plant, planted</td>
</tr>
<tr>
<td>f.</td>
<td>sower</td>
<td></td>
<td>to sow, sown</td>
</tr>
<tr>
<td>g.</td>
<td>sprout</td>
<td></td>
<td>to sprout, sprouted</td>
</tr>
</tbody>
</table>

2. Sentences using words in the preceding list.

a. Adjective: The **beginner** class is in room 10.  
   Noun: The **beginner** forgot his English book.  
   Verb: We **begin** class at 6:00 p.m.

b. Adjective: The **burned** house looks bad.  
   Noun: The **burn** on her arm was painful.  
   Verb: The sun **burned** the plants.

c. Noun: My **decision** is to go with you.  
   Verb: He **decided** to follow Jesus.

d. Noun: The **harvest** gives us lots of food to eat.  
   Verb: The farmer **harvested** the rice.

e. Noun: My **plant** needs water and sunlight.  
   Verb: The farmer **plants** his crops.

f. Noun: A **sower** is a farmer.  
   Verb: He **sows** his rice crop.

g. Noun: The corn **sprout** is growing.  
   Verb: The corn **sprouted** last night.
III. A DEEPER LOOK

1. Why did Jesus teach in parables?
2. Tell about the way Jesus spoke from a boat to a crowd on the shore.
3. Why was Jesus not teaching in the synagogue?
4. Why did Jesus tell the story about a farmer?
5. What kind of soil are you for the Word of God?
Unit 9, Lesson 1

I. Then Jesus asked them, “Don’t you understand this parable? How, then, will you ever understand any parable?

“The sower sows God’s message. Some people are like the seeds that fall along the path; as soon as they hear the message, Satan comes and takes it away. Other people are like the seeds that fall on rocky ground. As soon as they hear the message, they receive it gladly. But it does not sink deep into them, and they don’t last long. So when trouble or persecution comes because of the message, they give up at once. Other people are like the seeds sown among the thorn bushes. These are the ones who hear the message, but the worries about this life, the love for riches, and all other kinds of desires crowd in and choke the message, and they don’t bear fruit. But other people are like seeds sown in good soil. They hear the message, accept it, and bear fruit: some thirty, some sixty, and some one hundred.”

Mark 4:13-20, GNB
UNIT 9, LESSON 1

A. Dialogue

SUE: Do you understand the parable about the sower?

JANE: I am not sure. Do you?

SUE: Let’s read the parable again. Sometimes reading many times helps.

JANE: You are right. Why don’t you read aloud, and I shall follow in my book?

B. Core Sentences

1. Do you understand the parable?
2. The seed is the message of God.
3. The ground is different kinds of people.
4. Satan takes away God’s message from some.
5. Others hear it gladly, but it doesn’t last long.
6. It doesn’t mean a lot to them.
7. When trouble comes, they give up.
8. Some people are like seeds sown among the thorn bushes.
9. The thorn bushes are the worries of life.
10. Love for riches are thorns that choke the message of God.
11. Other people are like seeds sown in good soil.
12. They hear the message of God.
13. They accept it.
14. Their lives show good changes for God.
15. Some change more than others.

C. Reading Comprehension Questions

1. Who explains the parable?
2. What is the seed?
3. What is the ground?
4. Where do the seeds fall?
5. Who takes away the seeds that fall on the path?
6. How do the people who are like rocky ground receive the message?
7. What happens to the message?
8. What happens when trouble comes?
9. What is trouble?
10. What happens when you are treated badly?
11. What are the thorn bushes?
12. How do desires crowd out God’s will?
13. What is good soil?
14. What does it mean “to bear fruit”?

II. VOCABULARY

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
<th>Buzz Words</th>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>to accept, accepted</td>
<td>fruit</td>
<td>then</td>
<td>like</td>
</tr>
<tr>
<td>to ask, asked</td>
<td>sower</td>
<td>ever</td>
<td></td>
</tr>
<tr>
<td>to crowd in, crowded in</td>
<td>trouble</td>
<td>at once</td>
<td></td>
</tr>
<tr>
<td>to explain, explained</td>
<td>worries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to give up, gave up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to happen, happened</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to last, lasted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to receive, received</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to sink (deep), sank (deep)</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>People</th>
<th>Adverb</th>
<th>Question Word</th>
<th>Adjective</th>
<th>Auxiliary Verb</th>
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<tbody>
<tr>
<td>Satan</td>
<td>gladly</td>
<td>how</td>
<td>glad</td>
<td>can</td>
</tr>
</tbody>
</table>

A. Action Verbs

1. **to accept, accepted**: to take or receive what is offered; to believe.
   a. Some people **accept** God’s message.
   b. The believer **is accepting** the teachings of Jesus.
   c. I **accepted** your gift.
   d. **Did** you **accept** help from people?
   e. John **didn’t accept** my idea.
2. **to ask, asked**: to try to find out by words; to inquire; to invite.
   a. The class often **asks** the teacher a question.
   b. The teacher is **asking** people to sit down.
   c. Jesus **asked** if the disciples understood.
   d. **Did** you **ask** many questions?
   e. Sam **didn’t ask** me to explain.

3. **to crowd (in), crowded (in)**: to collect in large numbers; to press forward; to fill too full.
   a. Too many desires **crowd in** and choke the message.
   b. The students are **crowding** into the classroom.
   c. She **crowded** her car with too many children.
   d. **Did** he **crowd into** the boat?
   e. The birds **didn’t crowd** around the seed.

4. **to explain, explained**: to make plain or clear; to give reasons for.
   a. The teacher **explains** the lesson.
   b. I **am explaining** the verbs.
   c. Jesus **explained** the meaning of the parable.
   d. **Did** you **explain** to your friend?
   e. The Pharisees **didn’t explain** their problems.
5. **to give (up), gave (up):** to hand over; surrender; stop trying.
   a. Some people **give up** when they have troubles.
   b. He isn’t working. He’s **giving up**.
   c. Ruth **gave up** her freedom to speak.
   d. **Did** Jesus **give up** on people?
   e. The Pharisees **didn’t give up** their belief in the Law.

6. **to happen, happened:** to come about; to take place; to occur.
   a. Nothing **happens** here.
   b. Accidents **are happening** in the storm.
   c. We **happened** to meet our friends at the store.
   d. The accident **didn’t happen** during the storm.
   e. When **did it happen**?

7. **to last, lasted:** to go on; to hold out; to endure; to continue.
   a. English class **lasts** for one hour.
   b. The books **are lasting** for one year.
   c. The TV show **lasted** for two hours.
   d. The players **didn’t last** long after the game.
   e. How long did the class **last**?
8. **to receive, received**: to take into one's hands; to be given.
   a. He **receives** a letter from home.
   b. She **is receiving** the news well.
   c. He **received** twenty dollars yesterday.
   d. They **didn't receive** the message.
   e. **Did** you **receive** my message in time?

9. **to sink, sank**: to go down; to go lower and lower.
   a. The car **sinks** into the snow.
   b. The message of God **is sinking** deeply into my thoughts.
   c. The ship **sank** into the sea.
   d. The message **did not sink** deeply into their hearts.
   e. **Did** you **sink** deeply into the mud?

B. **Using the preposition like. Like** means “similar to.” Circle all the prepositional phrases in the following paragraph.

Some people are like the seeds that fall along the path. Other people are like the seeds that fall on rocky ground. The message does not sink deeply into them. Other people are like the seeds sown among the thorn bushes. These are the ones who hear the message, but the worries about this life, the love for riches, and all other kinds of desires crowd in and choke the message.
III. GRAMMAR AND DRILL

A. *To, too, and two* all sound alike.

1. **To:** A preposition. The opposite of *from*. Used with a verb to form an infinitive.
2. **Too:** An adverb meaning *also*.
3. **Two:** The number 2. The sum of one plus one.

   Examples: Please come **to** Lake Galilee with me.
            I want **to** go home.
            Can Simon Peter come, **too**?
            He has **two** fish.

B. **Use the correct word: to, too, or two.**

1. The farmer went __________ his field.

2. He saw __________ men talking there.

3. One of the men asked, “Could I have a job, __________?”

4. The __________ disciples wanted __________ talk __________ Jesus, but they
   were __________ late.

IV. PRONUNCIATION: *h /h/ voiceless as in he.*

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Contrasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>ahead</td>
<td>head</td>
</tr>
<tr>
<td>how</td>
<td>behind</td>
<td>high</td>
</tr>
<tr>
<td>he</td>
<td>Ohio</td>
<td>hear</td>
</tr>
<tr>
<td>hear</td>
<td>unhook</td>
<td>hold</td>
</tr>
<tr>
<td>hat</td>
<td>forehead</td>
<td>hill</td>
</tr>
<tr>
<td>hard</td>
<td>behold</td>
<td>his</td>
</tr>
</tbody>
</table>

Holly O’Hara had red hair.
Help her hurry home.
V. WRITING

Write the following paragraph in the past tense.

Barbara lives in America. She lives with her husband and children. She likes to shop in the grocery store. She buys many new things to eat. Her family likes to try American food also. They are happy in their new home.

VI. MEMORY VERSE

“The field is the world; the good seed is the people who belong to the Kingdom; the weeds are the people who belong to the Evil One.”

Matthew 13:38, GNB

VII. HOMEWORK

A. Verb practice: Write each of the following verbs in the indicated tense. Use she.

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Present Question</th>
<th>Past</th>
<th>Past Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. accept</td>
<td>Does she accept?</td>
<td>She accepted.</td>
<td>Did she accept?</td>
</tr>
<tr>
<td>2. ask</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. crowd in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. explain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. give up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Circle the nouns, underline the verbs, and make two lines under the prepositional phrases.
   1. Jesus asked the disciples about the crowd.
   2. Andrew is like his brother.
   3. The message comes from God.
   4. The worries about this life crowd in, and we forget about God.
   5. Some people heard the message and told others about the love of God.

C. Use the correct word: to, too, or two.
   1. He asked me __________ go.
   2. I found __________ dollars.
   3. He, __________, is my friend.
I. Then Jesus asked them, "Don’t you understand this parable? How, then, will you ever understand any parable?

"The sower sows God’s message. Some people are like the seeds that fall along the path; as soon as they hear the message, Satan comes and takes it away. Other people are like the seeds that fall on rocky ground. As soon as they hear the message, they receive it gladly. But it does not sink deep into them, and they don’t last long. So when trouble or persecution comes because of the message, they give up at once. Other people are like the seeds sown among the thorn bushes. These are the ones who hear the message, but the worries about this life, the love for riches, and all other kinds of desires crowd in and choke the message, and they don’t bear fruit. But other people are like seeds sown in good soil. They hear the message, accept it, and bear fruit: some thirty, some sixty, and some one hundred."

Mark 4:13-20, GNB
A. Dialogue

SAMUEL: Come, let’s go listen to the parables of Jesus.

RUBEN: Why? Who is this teacher? I’m too busy to listen to this talk about God.

ELI: I like to listen to Jesus. He tells such good stories. But I surely don’t want others to know I listen to Him. They would make fun of me.

JASON: I love Jesus, but I don’t have time. I must take care of my job. My mother is sick and I want to help her. I can’t find time to listen to God’s message. I have too much to do.

DAVID: I heard Jesus. I knew right away God must come first in my life. I accepted God’s message, and it changed my life. Now I pray and God helps me to live more fully each day. I’ll go with you, Samuel.

B. Reading Comprehension Questions

1. How many men are speaking?
2. What does Samuel ask the others to do?
3. What is Ruben’s reason for not going?
4. Why does Eli like Jesus?
5. What is he afraid of?
6. How does Jason feel about Jesus?
7. What is more important to him?
8. Who is sick?
9. Are the things Jason has to do good or bad?
10. Can good things take us away from God?
11. Why doesn’t Jason have time for God?
12. What comes first for David?
13. What kind of soil is Ruben?
14. What kind of soil is Eli?
15. What kind of soil is Jason?
16. What kind of soil is David?
II. VOCABULARY

Nouns             Verbs                      Adjectives
fruit             to care, cared            busy
persecution       to change, changed       important
sower             troubles                  worries

A. Action Verbs

1. **to care, cared**: to feel interest; to have a liking for; to give aid to sick people.
   a. God **cares** for people.
   b. The doctor **is caring** for the sick man.
   c. Simon **cared** about his mother-in-law.
   d. **Did** you **care** for your family?
   e. He **didn’t care** about fishing.

2. **to change, changed**: to make different, to put in place of another.
   a. God’s love **changes** people.
   b. He **is changing** his shirt.
   c. Jesus **changed** the disciple’s lives.
   d. **Did** Jesus **change** the thoughts of the Pharisees?
   e. Ruth **didn’t change** her dress for the party.
B. Adjectives

1. **important**: meaning much; having value.
   - a. The message of God is ____________.
   - b. Jesus was an ____________ teacher.
   - c. English class is ____________ to me.

2. **busy**: having much to do; working.
   - a. Are you too ____________ for God?
   - b. Jesus was ____________ healing the sick.
   - c. The ____________ doctor helped many people.

C. Nouns

1. **fruit**: a product of plant growth; a result.

2. **persecution**: bad treatment or harm suffered because of one’s beliefs.

3. **sower**: one who scatters seed.
UNIT 9, LESSON 2

4. **trouble**: pain and sorrow; extra work.

5. **worries**: care, trouble, uneasiness.

D. **Fill in the blank with the correct noun from the above list.**

1. Because he caused trouble, he gave his mother many _____________.

2. _______________ may come to a man because of his belief.

3. The _______________ of his work was clearly seen.

4. Persecution brings many _______________ to a person.

5. A farmer is a _______________ of seeds.
### III. GRAMMAR AND DRILL

A. **Past tense of irregular verbs.** Unlike regular verbs, which form the past tense by adding *ed*, irregular verbs follow no set pattern and must be memorized.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear</td>
<td>bore</td>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>lie</td>
<td>lay</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>make</td>
<td>made</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>pay</td>
<td>paid</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>say</td>
<td>said</td>
</tr>
<tr>
<td>forgive</td>
<td>forgave</td>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>spread</td>
<td>spread</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>stand</td>
<td>stood</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>take</td>
<td>took</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>teach</td>
<td>taught</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>think</td>
<td>thought</td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>wake</td>
<td>woke</td>
</tr>
</tbody>
</table>
UNIT 9, LESSON 2

B. Here are some irregular verbs. Change to past tense.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>bear</td>
</tr>
<tr>
<td>2.</td>
<td>break</td>
</tr>
<tr>
<td>3.</td>
<td>come</td>
</tr>
<tr>
<td>4.</td>
<td>forgive</td>
</tr>
<tr>
<td>5.</td>
<td>give</td>
</tr>
<tr>
<td>6.</td>
<td>have</td>
</tr>
<tr>
<td>7.</td>
<td>hurt</td>
</tr>
<tr>
<td>8.</td>
<td>lead</td>
</tr>
<tr>
<td>9.</td>
<td>let</td>
</tr>
<tr>
<td>10.</td>
<td>make</td>
</tr>
<tr>
<td>11.</td>
<td>say</td>
</tr>
<tr>
<td>12.</td>
<td>sit</td>
</tr>
<tr>
<td>13.</td>
<td>spread</td>
</tr>
<tr>
<td>14.</td>
<td>take</td>
</tr>
<tr>
<td>15.</td>
<td>begin</td>
</tr>
</tbody>
</table>
C. Questions and negatives for the past tense are formed with the auxiliary *did* followed by the basic form of the verb.

<table>
<thead>
<tr>
<th>Past Tense</th>
<th>Question</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I went</td>
<td>Did I go?</td>
<td>I didn't go.</td>
</tr>
<tr>
<td>2. you went</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. he went</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. she went</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. it went</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. we went</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. you went</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. they went</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. **Punctuation**

An exclamation point (!) comes after a command or words of strong feeling.

Example:

Fire!
Go home!
What a ball game!
WOW!
Shut the door!
E. **Write the correct punctuation at the end of the sentence.**
   1. How beautiful
   2. I can’t believe it
   3. What time is it
   4. A snake
   5. John came home late
   6. Sit down
   7. Come here at once
   8. What a day
   9. Were you at the ball game
  10. Mr. Smith talked a long time

**IV. PRONUNCIATION:** *w /w/ as in we.*

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
</tr>
</thead>
<tbody>
<tr>
<td>wag</td>
<td>beware</td>
</tr>
<tr>
<td>we</td>
<td>bewitch</td>
</tr>
<tr>
<td>west</td>
<td>always</td>
</tr>
<tr>
<td>wig</td>
<td>Edwin</td>
</tr>
<tr>
<td>won</td>
<td>tower</td>
</tr>
</tbody>
</table>

The woman worries about the wall. We wish you well.

**Minimal Pairs**

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
</tr>
</thead>
<tbody>
<tr>
<td>we.............he</td>
<td>wide .............ride</td>
</tr>
<tr>
<td>west............vest</td>
<td>way.............day</td>
</tr>
<tr>
<td>went..............vent</td>
<td>won .............run</td>
</tr>
<tr>
<td>we’ll.............veal</td>
<td>worse .............verse</td>
</tr>
<tr>
<td>wake ..............lake</td>
<td>wade .............aid</td>
</tr>
<tr>
<td>wax..............lax</td>
<td>week.............eek</td>
</tr>
<tr>
<td>wear ..............air</td>
<td>wed.............led</td>
</tr>
</tbody>
</table>
UNIT 9, LESSON 2

V. WRITING

Describe two things you do that keep you busy. Write at least six sentences.

VI. MEMORY VERSE

"I am the vine, and you are the branches. Whoever remains in me, and I in him, will bear much fruit; for you can do nothing without me."

John 15:5, GNB

VII. HOMEWORK

A. Change these statements to past tense: Add the word yesterday.

Example: Some people give up.

Some people gave up yesterday.

1. The message sinks deep in my heart.

2. Ruth thinks about her friends.

3. I have an ice cream cone.

4. The disciples see the boat in Lake Galilee.

5. The teacher begins to speak at 6 o'clock.
B. **Change these statements into questions.**

   Example: Jesus said to bear fruit.  
               Did Jesus say to bear fruit?

1. He saw the disciples talking.

2. Jesus ate with the disciples.

3. The message of God sank deep in my heart.

4. Jesus began to explain the parable.

5. He took the boat across the lake.

C. **Change these statements into negative statements.**

   Example: I went to see Jesus.  
               I didn’t go to see Jesus.

1. The woman took the food away.

2. Trouble came because of the message.

3. Some heard and were glad.
4. Some people bear fruit.

5. The man led his friend to the boat.

D. **Fill in the chart.**

<table>
<thead>
<tr>
<th>verb tense</th>
<th>go (example)</th>
<th>eat</th>
<th>pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td>He goes.</td>
<td>1.</td>
<td>9.</td>
</tr>
<tr>
<td>present continuous</td>
<td>He is going.</td>
<td>2.</td>
<td>10.</td>
</tr>
<tr>
<td>imperative</td>
<td>Go!</td>
<td>3.</td>
<td>11.</td>
</tr>
<tr>
<td>present question</td>
<td>Does he go?</td>
<td>4.</td>
<td>12.</td>
</tr>
<tr>
<td>present negative</td>
<td>He doesn’t go.</td>
<td>5.</td>
<td>13.</td>
</tr>
<tr>
<td>past</td>
<td>He went.</td>
<td>6.</td>
<td>14.</td>
</tr>
<tr>
<td>past question</td>
<td>Did he go?</td>
<td>7.</td>
<td>15.</td>
</tr>
<tr>
<td>past negative</td>
<td>He didn’t go.</td>
<td>8.</td>
<td>16.</td>
</tr>
</tbody>
</table>
I. Then Jesus asked them, “Don’t you understand this parable? How, then, will you ever understand any parable?

“The sower sows God’s message. Some people are like the seeds that fall along the path; as soon as they hear the message, Satan comes and takes it away. Other people are like the seeds that fall on rocky ground. As soon as they hear the message, they receive it gladly. But it does not sink deep into them, and they don’t last long. So when trouble or persecution comes because of the message, they give up at once. Other people are like the seeds sown among the thorn bushes. These are the ones who hear the message, but the worries about this life, the love for riches, and all other kinds of desires crowd in and choke the message, and they don’t bear fruit. But other people are like seeds sown in good soil. They hear the message, accept it, and bear fruit: some thirty, some sixty, and some one hundred.”

Mark 4:13-20, GNB
A. Dialogue

SAM: Please help me understand the parable.

TEACHER: Who is the sower?

SAM: Is he the one who gives us God’s message?

TEACHER: Yes, and what is the seed?

SAM: Each seed is a message, isn’t it.

TEACHER: That’s right. It either grows in understanding of God or it withers and dies.

SAM: What are the birds?

TEACHER: Satan takes away the message like the birds take away the seed. The ground is your heart. If your heart is hard, the love from God cannot grow and sprout.

SAM: If the ground is a person’s heart, what is rocky soil?

TEACHER: Rocks are covered by the soil. The soil is not deep. It is shallow. The person’s heart is glad and accepts God’s message. But when trouble comes, the heart no longer listens to God. The message does not take roots. This person turns his heart and mind away from God!

SAM: Please explain the thorn bush.

TEACHER: This person’s heart is full of cares of this world. The thorn bushes are cares that take all his time and effort. Therefore, he cannot make time for God.

SAM: What does it mean “to bear fruit”?

TEACHER: The seed that is planted is a message from God. This message helps us know Him. The fruit will come with knowledge of God. As we live for Him, we show others what God is like. We tell others about Him. These people become the fruit.

SAM: Many who hear about God do not let this knowledge into their hearts. They do not try to live as He wants.

TEACHER: Look at the story. It says many hear and bear fruit.
B. **Reading Comprehension Questions**

1. Who is the sower?
2. What is the seed?
3. What are the birds?
4. What happens if a person's heart is hard?
5. What is shallow soil?
6. How is a person like shallow soil?
7. What are some of a person's cares?
8. What is a thorn bush?
9. What does it mean "to bear fruit"?
10. What success does this parable show?

II. **VOCABULARY**

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>to persecute, persecuted</td>
<td>desire</td>
</tr>
<tr>
<td>to wither, withered</td>
<td>joy</td>
</tr>
<tr>
<td>to understand, understood</td>
<td>care</td>
</tr>
<tr>
<td></td>
<td>heart</td>
</tr>
</tbody>
</table>

**Adjectives**

- success
- faithful
- hard
- glad
A. Action Verbs

1. **to wither, withered:** to lose or cause to lose freshness; become dry and lifeless.
   - A person's spirit **withered** without the love of God.
   - The plant **withered** and dried without water.
   - **Did** your plants **wither** or did they grow?

2. **to persecute, persecuted:** to treat badly, to do harm to again and again.
   - He **persecutes** people who do not believe as he does.
   - The Pharisees **persecuted** Jesus for his teachings.
   - **Did** the Pharisees **persecute** the disciples?

3. **to understand, understood:** to get the meaning of; to know well.
   - She **understands** her children.
   - Sarah **understood** my problem.
   - **Did** you **understand** the parable?
B. **Nouns**

1. **desire**: a strong wish; a wanting or longing.

2. **care**: worry.

3. **heart**: the part of the body that feels, loves, hates, and desires.

4. **joy**: happiness; a glad feeling.

5. **success**: a favorable result; a wished-for ending.

C. **Adjectives**

1. **faithful**: worthy of trust; loyal.

2. **glad**: happy, pleased, bringing joy.
3. **hard**: not soft; not giving in to influence; stern.

D. **Fill in the blank with the correct noun, adjective, or verb.**

1. God is __________________ in His love for us.

2. The Pharisee did not listen to Jesus because of his __________________ heart.

3. He is __________________ to be a Christian.

4. You are a __________________ to know.

5. It warms my __________________ to hear about God.

6. I have a __________________ to know God better.

7. The __________________ of this world are many.

8. __________________ is not always easy.
III. GRAMMAR AND DRILL

A. Use *a* and *an* with "count nouns" (nouns which can be counted) for fruits and vegetables. Use *an* before a count noun that begins with a vowel (*a, e, i, o, u*). Use *a* before a count noun that begins with a consonant. Study the words below, then fill in the blanks with *a* or *an*.

- a strawberry
- an orange
- a grapefruit
- a cherry
- a grape
- a watermelon
- a potato
- a tomato
- an onion

1. _________ apple
2. _________ banana
3. _________ onion

4. _________ orange
5. _________ tomato
6. _________ pear
“Count noun” quantities may be given as numbers in English (six apples, two oranges, four potatoes). When a number is used, do not use a or an with the number. “Mass nouns” are not counted and are not given as numbers. They are given as measures (a cup of milk, a gallon of gas, a tube of toothpaste). Mass nouns, like milk, gas, and toothpaste are not plural.

To express a small amount, use a little with mass nouns and use a few with count nouns. Fill in the blanks with the correct words (a little or a few).

1. __________________________ milk   4. __________________________ rice
2. __________________________ apples   5. __________________________ oranges
3. __________________________ potatoes   6. __________________________ money
B. *Have to, has to.* Substitute *have to* or *has to* for the word *must* in the following sentences.

1. I must listen to the teacher.

2. He must teach the lesson.

3. The bird must look for seed on the path.

4. The sun must come up for plants to grow.

5. You must be on time for class.

6. You must take a nap after dinner.

7. I must listen to the teacher.

8. Good soil must bear fruit.
C. Rules for using the word *can*. *Can* is always used with the base form of the verb. It has only one form. Never use *to* after *can*.

1. Short answers using *can*: “Yes, I can,” “No, I can’t,” or “No, I cannot.”
   a. Can you speak English? Yes, I can.
   b. Can he teach about God? Yes, he can.

2. The negative uses both forms: *Cannot* and *can’t*.
   a. The disciples cannot teach like Jesus.
   b. I can’t write my sister now.

IV. PRONUNCIATION

*wh /hw/* is voiceless as in *when*.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Minimal Pairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>why</td>
<td>watt..................what</td>
</tr>
<tr>
<td>which</td>
<td>witch.............which</td>
</tr>
<tr>
<td>when</td>
<td>win ...............when</td>
</tr>
<tr>
<td>whip</td>
<td>his ..............whiz</td>
</tr>
</tbody>
</table>

When did the white whistle blow?
Which do you want?
Where’s Willie’s whistle?
V. **WRITING**
   
   Describe a good man. Write at least six sentences.

VI. **SEQUENCE**
   
   Tell the story in your own words.

VII. **ADAPTATION QUESTIONS**
   
   1. Can you tell me about planting seeds in your country?
   2. Tell me about fruit that you eat in your country that we do not have here.
   3. Do you have a garden? Tell about it.

VIII. **MEMORY VERSE**
   
   “Heaven and earth will pass away, but my words will never pass away.”
   
   Matthew 24:35, GNB
Unit 9, Practice Exercises

I. EXERCISES

A. Change these sentences to the past tense. Change the time words to yesterday.

1. The people crowd into the boat at noon.

2. What is happening now?

3. The sower sows the seed.

4. The worries of this life crowd in and choke the message.

5. The man is asking the teacher many questions.

B. Change to questions.

1. Jesus accepted many people.

2. The four men crowded into the room.
UNIT 9, PRACTICE EXERCISES

3. The lunch lasted all afternoon.

4. The man gave up and went away.

5. Jesus explained the parable.

C. Change to the negative.

1. His troubles changed his mind.

2. The storm lasted many hours.

3. The disciples understood the story.

4. His words sank deeply into my mind.

5. Some trees bore fruit.
D. Change the following sentences to questions and to negatives.

Example:

Samuel was the sower.
Was Samuel the sower?
Samuel wasn’t the sower.

1. James was a fisherman.

2. The women were glad.

3. He was a good farmer.

4. The people were glad to be there.

5. It was a good harvest.
E. Make the following sentences past tense and past questions. Change the time to yesterday.

Example:

I eat at noon.
I ate yesterday.
Did I eat yesterday?

1. I teach a lesson today.

2. The doctor sees many patients every day.

3. He helps me with the dishes.

4. She receives the message.
F. **Fill in the blanks with the correct verb form. Use the pronoun he.**

<table>
<thead>
<tr>
<th>Base form</th>
<th>Present</th>
<th>Present question</th>
<th>Past</th>
<th>Past Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. leave</td>
<td>He leaves.</td>
<td>Does he leave?</td>
<td>He left.</td>
<td>Did he leave?</td>
</tr>
<tr>
<td>2. lead</td>
<td>He _______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>3. pay</td>
<td>He _______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>4. wake</td>
<td>He _______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>5. have</td>
<td>He _______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>6. make</td>
<td>He _______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

G. **Change these verbs to past tense.**

1. Samuel is happy.

2. I am at home.

3. We are in a boat.

4. You are in the class.

5. They are happy.
H. **Underline the adjectives in the following phrases.** An adjective describes a **noun.**

Example: an **important** man

1. ten apples  6. a young woman
2. the busy Pharisee  7. rocky ground
3. an important question  8. good soil
4. a glad heart  9. a thorn bush
5. a shallow man  10. a sick person

I. **Use an before a singular count noun that begins with a vowel (a, e, i, o, u).** **Use a before a singular count noun that begins with consonant.**

1. _____ potato  6. _____ egg
2. _____ apple  7. _____ banana
3. _____ tomato  8. _____ pear
4. _____ watermelon  9. _____ apricot
5. _____ orange  10. _____ grapefruit

J. **Do not use a or an before a plural noun. Use the or some before these plural nouns.**

1. _____ onions  6. _____ grapes
2. _____ bananas  7. _____ cucumbers
3. _____ strawberries  8. _____ potatoes
4. _____ apples  9. _____ oranges
5. _____ pears  10. _____ watermelons

Remember count nouns can be counted as fruits and vegetables. Mass nouns cannot be counted.
UNIT 9, PRACTICE EXERCISES

K. Write \( M \) in the blank for mass nouns and \( C \) for count nouns.

1. _____ milk
2. _____ money
3. _____ cheese
4. _____ apple
5. _____ grape
6. _____ food
7. _____ tomato
8. _____ juice
9. _____ paper
10. _____ music

L. Fill in the blank with the base form of the verb. Then add can, and make the sentence negative.

Example: I explain the message. (explain)
I can explain the message.
I can't explain the message.

1. Ruth _______________________ the story. (understand)

2. Simon _______________________ many fish. (catch)

3. Ruth _______________________ a message from her mother. (receive)
UNIT 9, PRACTICE EXERCISES

4. I __________________________ my clothes in a hurry. (change)

5. I __________________________ your invitation for coffee. (accept)

M. **Answer the questions using the negative short form.**

Example:

Can you go with me? ____________________ No, I can’t.

1. Can you eat now? ____________________

2. Can Samuel explain? ____________________

3. Can the people hear me? ____________________

4. Can the birds eat the seed? ____________________

5. Can the sower sow seed? ____________________
II. VOCABULARY

A. Verbs

to accept, accepted

to ask, asked

to care, cared

to change, changed

to crowd (in), crowded (in)

to explain, explained

to give (up), gave (up)

to happen, happened

to last, lasted

to receive, received

to sink, sank

to wither, withered

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Buzz Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>desire</td>
<td>faithful</td>
<td>then</td>
</tr>
<tr>
<td>joy</td>
<td>busy</td>
<td>even</td>
</tr>
<tr>
<td>persecution</td>
<td>important</td>
<td>at once</td>
</tr>
<tr>
<td>sower</td>
<td>hard</td>
<td></td>
</tr>
<tr>
<td>trouble</td>
<td>glad</td>
<td></td>
</tr>
</tbody>
</table>

Preposition Question Word Auxiliary Verb
like how can

B. Related Words—the following words are used in the sentences in the next section.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>acceptance</td>
<td>to accept</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>crowded</td>
<td>crowd</td>
<td>to crowd (in)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>desire</td>
<td>to desire</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>faithful</td>
<td>faithfulness</td>
<td></td>
<td>faithfully</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>receiver</td>
<td>to receive</td>
<td></td>
</tr>
</tbody>
</table>
Sentences using words in the preceding list.

1. Noun: My mother-in-law’s **acceptance** of me has made me happy.
   Verb: He **accepted** many changes.

2. Adjective: Samuel came into the **crowded** room.
   Noun: I saw a **crowd** outside.
   Verb: He **crowded** into the busy market.

3. Noun: My **desire** is to please God.
   Verb: He **desires** lots of money.

4. Adjective: He is a **faithful** teacher.
   Noun: The **faithfulness** of the daughter was surprising.
   Adverb: He gave his money **faithfully** each week.

5. Noun: The telephone **receiver** is broken.
   Verb: The child **receives** many gifts at Christmas.

III. A DEEPER LOOK

1. Why didn’t the disciples understand the parable?
2. How can you make your heart like “good soil”?
3. What problems or desires can choke out God’s message from your life?
4. Does God always control our lives?
5. Name some ways you can bear fruit.
Appendix

MEMORY VERSES

UNIT 1

Lesson 1: This is the Good News about Jesus Christ, the Son of God.  
Mark 1:1, GNB

Lesson 2: For with God nothing shall be impossible.  
Luke 1:37, KJV

Lesson 3: And a voice came from heaven, “You are my own dear Son. I am pleased with you.”  
Mark 1:11, GNB

UNIT 2

Lesson 1: The power of the Lord was present for Jesus to heal the sick.  
Luke 5:17, GNB

Lesson 2: And we have seen and tell others that the Father sent his Son to be the Savior of the world.  
1 John 4:14, GNB

Lesson 3: Jesus Christ is the same yesterday, today, and forever.  
Hebrews 13:8, GNB
UNIT 3

Lessons 1-3: Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever. Amen.

Matthew 6:9-13, KJV

UNIT 4

Lesson 1: Come to me, all of you who are tired from carrying heavy loads, and I will give you rest.

Matthew 11:28, GNB

Lesson 2: Do for others just what you want them to do for you.

Luke 6:31, GNB

Lesson 3: And when you stand and pray, forgive anything you may have against anyone, so that your Father in heaven will forgive the wrongs you have done.

Mark 11:25, GNB

UNIT 5

Lesson 1: Whoever believes in the Son has eternal life; whoever disobeys the Son will not have life, but will remain under God’s punishment.

John 3:36, GNB

Lesson 2: Whoever does not receive the Kingdom of God like a child will never enter it.

Mark 10:15, GNB

Lesson 3: Jesus answered them, “Have faith in God.”

Mark 11:22, GNB
UNIT 6

Lesson 1: My grace is all you need, for my power is greatest when you are weak.
2 Corinthians 12:9, GNB

Lesson 2: And then, whoever calls out to the Lord for help will be saved.
Acts 2:21, GNB

Lesson 3: Love your enemies, do good to those who hate you, bless those who curse you, and pray for those who mistreat you.

UNIT 7

Lesson 1: So the Son of Man is Lord even of the Sabbath.
Mark 2:28, GNB

Lesson 2: For God hath not given us the spirit of fear; but of power, and of love, and of a sound mind.
2 Timothy 1:7, KJV

Lesson 3: Love never gives up; its faith, hope, and patience never fail.
1 Corinthians 13:7, GNB

UNIT 8

Lesson 1: Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap.
Galatians 6:7, KJV

Lesson 2: So let us not become tired of doing good; for if we do not give up, the time will come when we will reap the harvest.
Galatians 6:9, GNB

Lesson 3: Remember that the person who plants few seeds will have a small crop; the one who plants many seeds will have a large crop.
2 Corinthians 9:6, GNB
UNIT 9

Lesson 1: The field is the world; the good seed is the people who belong to the Kingdom; the weeds are the people who belong to the Evil One.

Matthew 13:38, GNB

Lesson 2: I am the vine, and you are the branches. Whoever remains in me, and I in him, will bear much fruit; for you can do nothing without me.

John 15:5, GNB

Lesson 3: Heaven and earth will pass away, but my words will never pass away.

Matthew 24:35, GNB
BIBLE REFERENCES:


GRAMMAR BOOKS:


DICTIONARIES USED:


Pronunciation:


