

ENGLISH LESSONS

From the Bible: Book of Mark

written by Glenda Reece
in collaboration with Mildred Blankenship

Book 2

Teacher's Edition

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illustrated by Laurie Allen Klein

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ABOUT THE AUTHOR

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ABOUT THE ILLUSTRATOR

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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 message direct to all people.

There are numerous translations of the Bible. Memory Scriptures are from the *Good News Bible* and the King James Version translations. Scripture quotations marked GNB are from the *Good News Bible*—Old Testament: Copyright © American Bible Society 1976; New Testament: Copyright © American Bible Society, 1966, 1971, 1976. Used with permission.

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DEDICATION

To
my husband,
James Preston Reece
for his constant encouragement,
support, love and generosity

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PREFACE

For more than 25 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 formerly of the Home Mission Board, (now the North American 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, Fla., 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 Mission 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.

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-which 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 were

helpful in field testing and refining the material. A special word of gratitude goes to the following people whose approval, encouragement, and support made the publishing of this book possible, all of whom were employees of the Home Mission Board (which is now called the North American Mission Board): Robert Banks, Paul Adkins, and Beverly Hammack.

Special thanks also goes to: Dionnie Ruiz for countless hours spent at the word processor; Tracy Cummins for help in meeting deadlines and expediting the process; personnel at the Home Mission Board (now the North American Mission Board) who made valuable contributions; and Kendale Moore who continues to promote and encourage the use of these lessons from the Gospel of Mark.

Mildred Blankenship

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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 Forest Hills Baptist Church in Raleigh, N.C., for their support. To Betty Neal, Betty Tyner, Lyla Kloos, Barbara Martin, and Mary Jo Plemmons, my Tuesday afternoon prayer group, for their walk with me through the ups and downs of this book. A special remembrance to Davis E. Froeber, 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

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The two-fold purpose of this book is to teach the Bible while teaching English to those for whom English is 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 true beginner, English can be learned from the biblical passages. If he has studied written English formally in a school system or another setting, but does not speak the language, he gains confidence and begins talking through these lessons. Because the Bible offers much to discuss and learn, the teacher-guided student absorbs the truths of the Scriptures while he functions in a new tongue.

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 one 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 wait for the slow learner to catch up, yet actively help him participate in class activities. Since each student learns at a different pace, often the most effective teaching is the willing assistance given from one student to another.

METHODS OF TEACHING

The text offers a combination of teaching methods. Since no foreign language learning comes instantly, the student must grow step by step. Therefore, new vocabulary and grammar skills systematically introduced will build simply upon what the student has learned in previous lessons. Mastery of specific materials does not come at the introduction of a new lesson. For example, verb tenses are particularly difficult to master. Specifically, the verb *to be* requires practice and reinforcement throughout the book. Another problem area is the third person singular of present tense verbs. Often it is forgotten by beginner students as well as by advanced learners. Remember that mastery comes with practice.

Repetition and drill are a never-ending part of a language class. The words and sounds are so much a part of the native speaker he is frequently unaware the student must first be taught to hear the sound. The natural way to learn a language is to hear, speak, read, and finally write it. The native speaker of English glides over the hearing part too quickly. A basic principle for the teacher to remember: 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 does not hear.

Adult learners of English must be taught to hear sounds that are unique to English. The teacher must drill from fifty to one hundred times for the student to distinguish the sound, assemble it mentally, place the mouth in an unfamiliar or unnatural way, and attempt to

reproduce the sound. The native speaker frequently gets bored with the drill long before the student actually distinguishes the new sound. It is important to develop natural drill techniques that will help you, as the teacher, to be sure to repeat more than three or four times. For example, if the sound is the final consonant of John, hold up your hand, signal the student to listen, and count off 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.

The same principle is true for a word. Seldom can a student immediately learn a new word. If the adult doesn't already know the word, he will not automatically hear the sounds that make the word. 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 student are also important. Do not be tied to the examples and exercises in the lesson. If students require more drill, feel comfortable in making up your own exercises. Adjust the parts of a lesson 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 to encourage students to speak a second language. Many teachers are more secure with pages of written exercises which they can assign students to memorize or to fill in the blanks. These exercises are valid and foundational parts of language learning. But they contribute to the reading and writing part of English without carrying over to the hearing and speaking part. Often students in beginner classes 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 the student generate original sentences in a non-native language. (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 speak new sentences in situations that are new to them. Aside from the stock phrases, (Hello, how are you? My name is . . . Where is . . . ? O.K.), most sentences English students will have to learn are ones they have never practiced in class. Generally, a desire to talk about a specific situation that is important to the learners motivates the new sentences.

In the Lipson method, the focus of the language class is on the students' being able to say what he needs to say or to generate his own sentences. The motivation for speaking is the desire to communicate specific information rather than rote memory from a book or directions from a teacher. 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

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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 the core sentences with the entire class through choral repetition. It uses simulations, role playing, pictures or whatever the student needs to understand the meanings.

Second, the purpose of the remainder of the classwork is to get the student to generate his 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 in this book. One Scripture passage is used in each unit. Each unit has three lessons. The sequence of the Bible story needs to remain intact. In addition, the same story can be told using a variety of sentences and phrases. It is necessary for the student to have something so important to say that he can focus on speaking rather than on his 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 Scripture or the dialogue is essential in the Lipson method. Use any method or idea available to get the student to comprehend the story in general. Translation from the Bible in the student's language is good. In case no translation in the student's language is available, draw pictures or act out the story to be sure the student achieves some comprehension. Total comprehension of each word is not possible on the beginner level, but a general understanding of the gist 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 chorally repeat, 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 again. Have the student

repeat them. Repetition of the story using a variety of sentences helps the student. Point to the pictures and simply tell the story again. 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 the student begin to take words out of the story and use them to generate his own sentences. The transfer of “Jesus prayed to God” into a drill using all the names of the disciples and then into the name of the teacher, and finally into the student saying, “I prayed to God,” can come quite naturally. Also, using biblical content for grammar lessons insures 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 allow mastery of the language to be a building process.

Sequence is also a vital step for the student to become proficient orally 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 others speak, make mistakes and learn, he will be more willing to try. He also will have had much more time to learn and think before it is his 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 brings the language and situation of the story into the life and needs of the student. It offers opportunity for the student to talk about himself, his needs, and his experiences. By using the words in English to talk about his own vital interests, the student uses the English language that he has learned. Only then does it become vital and alive. Unlike a passive grammar lesson, the language becomes 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.

Within the teaching procedure, certain hints may be helpful to the teacher. 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, be wary of stopping a student who is struggling to use the English language. Unless the student is incomprehensible, do not interrupt. Over-correction may intimidate or discourage the student so that he will quit trying. 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

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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. Connect them with vocabulary. Use the chalkboard if your classroom has one. Draw your own pictures or add to what is in the textbook. Rely heavily on question-and-answer drills. 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. They are secure with it. Make assignments for students to 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 them in their own words. Do not get concerned about the skipping around with verb tenses and other grammar points used in the Bible story but not yet taught in the Grammar and Drill section. The learning of grammar is a building process, but one of the goals of this text is to speak English from the first day of class. Accept “broken” English for awhile, and work on eliminating it in the individual grammar sections. If the student needs to use the future tense presented in the first unit, help him. It can be explained later. As the verbs are presented in vocabulary sections of this text, the present tense is always written with the past tense. This is a gentle, passive reminder that the verb tense changes are ever present in English. As the student constantly sees this reminder, even with no mention of it from the teacher, he realizes that the past tense is important in English.

Vocabulary Expansion

A student cannot speak English if he doesn't have a sufficient vocabulary. In using *The Good News Bible*, an easy-to-understand limited vocabulary Bible, the first lessons may seem overloaded with new words. This is also a building procedure. As the student progresses, the vocabulary will become somewhat easier. However, generally ten words or fewer are more than enough at one time.

In this text, the rule has been broken because the Lipson method allows more flexibility with vocabulary and grammar. All the exercises are designed to practice with the vocabulary until it is learned, and opposites are begun as soon as possible to provide memory hooks for new vocabulary. If necessary, lessons may be planned to proceed more slowly, but with caution so the quick student remains challenged.

The “buzz words” are the most difficult for the second-language student to learn. But the Lipson method soon helps him feel comfortable in combining sentences to generate new utterances. “Buzz words” include conjunctions, prepositions, and some adverbs. They encourage 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 the beginner-level vocabulary to about 500 words; the intermediate to 1,500; the advanced to 3,000. 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. He might talk about “the giggling girls.” The second-language learner will most probably know “laugh,” but not the precise “giggle.” Unlike other texts, in this book vocabulary expansion begins early to teach the precise words heard frequently in everyday conversations.

In addition to vocabulary expansion exercises, related words are pointed out and 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, the student hears “to sleep.” It seems logical to show the relationship of 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 sixteen units and forty-eight 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 II, where each lesson is a complete unit. Each unit has one major scriptural 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 scriptural 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 be alert 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 written reading comprehension questions reinforce and build this important skill. At the beginning, the reading comprehension question entails only copying the answer from the reading passage. Thought provoking questions can be added by the teacher when the student is ready to answer them in English. The answer can often provide a key to how much the student has learned.

Vocabulary is a major part of a new language. *The Good News Bible* is written in easy-to-understand spoken English. Because of the overload of vocabulary in even the shortest passage, repetition, constant review, and use of the words are necessary. The teacher needs to encourage the student and reinforce his need to read the Bible. The verbs are written in the present and past tenses as a reminder that the past tense is very much a part of the English language. Definitions are given, even in the early lessons when the new student cannot understand them, as a help for the teacher and the student. Noun definitions are given with fill-in-the-blank exercises to help

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the student use the words as soon as possible. **In the beginning lessons, the term “buzz words” is used for all prepositions, conjunctions, and other grammatical forms.** As the student progresses, the term is dropped as the formal grammar title is taught. 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. A plus in using the Bible to teach English is that the student has an immediate need to learn the language. 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 the use of dialogue; 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. A dialogue is not to be memorized. A major problem with a memorized dialogue is that not everyone on the street knows what the next line is supposed to be. Therefore, on the streets, the student can only parrot a memorized passage. They cannot generate language. Students should write their own dialogues. They should use the dialogue as a point of departure to make the Bible come alive.

Each lesson in the text introduces and teaches grammar from a beginner to an intermediate level. The need for the student to use complex grammatical forms far outstrips the ability of a text to help him attain mastery quickly. 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. If the teacher will drill and practice the grammar orally, it will be easier for the teacher and the students. 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. In teaching English, instructors should teach these components separately. The individual sounds of vowels and consonants make up words, sentences, and paragraphs.

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, overlay that with his native stress and intonation, and never be understood in English. He also may have good single sounds, good stress and intonation, yet apply the voice

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quality of his native language and be very frustrated because no one can understand him. Stress and intonation of another language cannot be applied to English. Neither can voice quality of another language be applied to English and sound intelligible to an English speaker. Each language has a unique voice quality: Chinese must sound like Chinese, and English must sound like English. The native speaker of English is the model of the language. Each drill, vocabulary word, question and answer is a pronunciation exercise whether the teacher plans it or not.

In this text, every lesson has a short pronunciation section that covers only the 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 great quantities of air. Many other languages do not use the same muscles. A student of English will exercise muscles he 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 the single sound 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 in which 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. Frequently he is reluctant to pronounce 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 three- to six-syllable 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. Try to help the students avoid "eating" the middle and ending syllables.

Not a great deal is known about teaching voice quality to second-language learners. We do know that English must sound like English, not a combination of English and Spanish called "Spanglish" or the combination of Japanese and English called "Jaglish." As a 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. Not everyone is supposed to speak the Great Network English of the famous newscasters.

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

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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 of all the 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 expression, and gestures. Only 7 percent is conveyed by the spoken word. Therefore, as native speakers, we really only halfway 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 our students because they are conveyed by our body language. Our 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 does not begin with material for the illiterate.** However, if the teacher is willing to break down the lessons, and go very slowly, the illiterate 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, have learned 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. One student said, “Some words I can write easily. I don’t have to look in the book, find the word, and copy it so much now.” Encouragement by the teacher to keep a notebook, to write all the exercises, and to attempt the writing assignments results in the students being able to begin to express ideas on paper. If the students will attempt the writing assignments, steady progress can be made. Writing and the correction of writing take a lot of time for the student and the teacher. At the beginning of each lesson, correct the student notebook quickly if the class has only three or four students; 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 unit review should be lesson four of the unit.

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 the Scriptures, the more confident he will feel with his new language.

The purpose is for the student to learn. A teacher has not taught until the student has learned.

Unit 1, Lesson 1



OBJECTIVES

Communication

Students should be able to:

1. Use indefinite articles and pronouns in speaking. (**a, an, both, some**)
2. Ask and answer questions about the story.

Grammar

Students should be able to understand and use:

1. Indefinite pronouns and articles.
2. **Much, a little, many** and **a few** before mass and count nouns.
3. Pronunciation of **j** as in **judge**.

Writing

Students should be able to write a grocery list for the next week.

- I. There were so many people coming and going that Jesus and his disciples didn't even have time to eat. So he said to them, "Let us go off by ourselves to some place where we will be alone and you can rest a while." So they started out in a boat by themselves to a lonely place.

Many people, however, saw them leave and knew at once who they were; so they went from all the towns and ran ahead by land and arrived at the place ahead of Jesus and his disciples. When Jesus got out of the boat, he saw this large crowd, and his heart was filled with pity for them, because they were like sheep without a shepherd. So he began to teach them many things. When it was getting late, his disciples came to him and said, "It is already very late, and this is a lonely place. Send the people away, and let them go to the nearby farms and villages in order to buy themselves something to eat."

"You, yourselves, give them something to eat," Jesus answered.

They asked, "Do you want us to go and spend two hundred silver coins on bread in order to feed them?"

Mark 6:31-37

UNIT 1, LESSON 1

- A. Ask two students to read the parts of Simon and John. Have another read the part of Jesus or read it yourself. Emphasize how tired and hungry the disciples and Jesus were. They just wanted to get away, rest and pray. Discuss the first lines of the Scripture.

Help the students notice that Simon Peter is one person. Explain that Jesus named him Peter in Matt. 16:18.

- B. Read the core sentences while pointing to the drawings. Have students repeat the core sentences and work on the pronunciation of the entire class. Stress the need for the class to develop the correct English voice quality. Tell them to “sound like me” as you teach. Many will have to place the words in another part of their mouths. One student said that she spoke Portuguese in one place in her mouth and English in another. Help them “sound like an English speaker.”

A. Dialogue

JOHN: Simon Peter, did you eat some lunch?

SIMON: No, I haven't had time to eat. Jesus has too many people who need help.

JESUS: Let's go off by ourselves, we will be alone and you can rest for a while.

JOHN: Good. Let's go in my boat. It's close by.

B. Core Sentences

1. Many people came to Jesus.
2. Jesus had no time to eat.
3. Jesus was tired.
4. Jesus wanted to be alone and rest.
5. Jesus and the disciples went in a boat.
6. Many people saw Jesus leave.
7. They walked and ran around the lake.
8. They arrived ahead of Jesus.
9. Jesus saw the crowd waiting for him.
10. Jesus felt pity for the people.
11. Jesus began to teach.
12. It was late.
13. The disciples were hungry.
14. They wanted to send the people away.
15. They wanted the people to buy food for themselves.
16. Jesus told the disciples to feed the people.
17. The disciples asked about the money.
18. Food costs money.

C. Reading Comprehension Questions

1. Who was coming and going?
2. Who didn't eat? Who was tired?
3. What did Jesus want to do?
4. Where did he want to go?
5. How did Jesus and his disciples cross the lake?
6. Who saw them leave?
7. How did the people go to Jesus?
8. Who got to the lonely place first?
9. What did Jesus see when he got out of the boat?
10. What did Jesus do?
11. What were the crowds like?
12. How long did Jesus teach?
13. What time do you think it was?
14. What did the disciples want Jesus to do?
15. What did Jesus tell the disciples to do?
16. How much money did the disciples think they would need?

- C. Use the question-and-answer drill to get the students to speak and to answer. Check to see if they understand the questions and if they can answer them. Have the students ask the questions and other students answer. Encourage students to use the question words **who/what/where/why/how** and **when**. After the class has been discussing the questions and answers from the Scriptures, they can answer more easily the Reading Comprehension Questions. Explain any new vocabulary as it comes up. The symbols, pictures, core sentences and Reading Comprehension Questions should facilitate the understanding of the English words.

II. VOCABULARY

Nouns	Verbs	Adverbs	Adjectives
bread coins food heart pity sheep shepherd silver town while	buy, bought feed, fed fill, filled pity, pitied rest, rested spend, spent	already away very nearly	large late tired nearby

Two-word Verbs	Prepositions
to get out, got out to go off, went off to start out, started out	ahead of in order to

UNIT 1, LESSON 1

II. VOCABULARY

- A. Teach the action verbs. Have students read the sentences and identify the verb tense used in the sentences.

The five example sentences are in the following order:

- a. present tense
- b. present tense question
- c. past tense
- d. past tense question
- e. past continuous tense

Suggest that students make their own sentences in the past question or past negative. Use the imperative orally.

A. Action Verbs

1. **to buy, bought**—to get by paying a price, usually money.

- a. I **buy** my food.
- b. **Did** the disciples **buy** food?
- c. I **bought** all of his fish.
- d. **Did** Simon **buy** fish?
- e. The boy **was buying** some food.



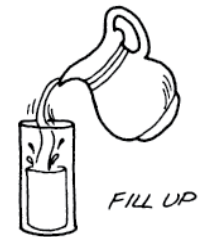
2. **to feed, fed**—to give food to.

- a. Jesus **feeds** 5,000 men.
- b. **Do** you **feed** your family everyday?
- c. Jesus **fed** all the listeners.
- d. **Did** the disciples **feed** the listeners of Jesus?
- e. The people **were fed**.



3. **to fill, filled**—to put something into until there is room for nothing more.

- a. The Word of God **fills** my heart.
- b. **Do** you **fill** your car with gas?
- c. The disciples **filled** the crowd with food.
- d. **Did** you **fill** the cup?
- e. His heart **was filled** with pity.



4. **to pity, pitied**—to feel sorrow for another's suffering.

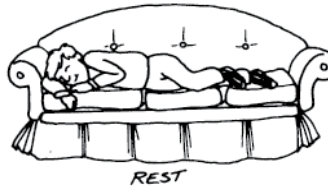
- a. I **pity** the sick man.
- b. **Do** you **pity** the man with a paralyzed hand?
- c. Jesus **pitied** the crowd and began to teach.
- d. **Did** Simon **pity** the crowd, too?
- e. The disciples **were pitying** the people without food.



UNIT 1, LESSON 1

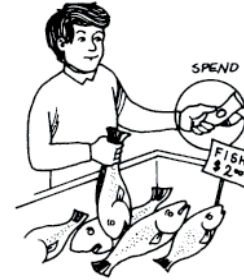
5. **to rest, rested**—to be still or quiet; sleep.

- The crowd **rested** and listened.
- Do** you **rest** at night?
- Jesus **rested** late at night after he prayed.
- Did** Jesus **rest** very much?
- The disciples **were resting** in the boat.



6. **to spend, spent**—to pay out money; to use up.

- I **spend** money every day.
- Do** you **spend** time with your children?
- Jesus **spent** time in prayer.
- Did** the disciples **spend** the money to buy bread?
- Jesus **was spending** his time teaching the people.



B. Use the correct reflexive pronoun in the blanks (**myself, himself, ourselves, themselves**). Spell it correctly.

- Let us go off by _____.
- They started out by _____.
- He ran around the lake by _____.
- Let them buy _____ some food.
- You _____ give them something to eat.
- I _____ will help the disciples.

C. Circle the prepositional phrases.

They went from all the towns and ran ahead by land and arrived at the place ahead of Jesus and his disciples. When Jesus got out of the boat, he saw this large crowd, and his heart was filled with pity for them, because they were like sheep without a shepherd.

Mark 6:33-34, GNB

B. Review the reflexive pronouns (see Book I). Fill in the blanks. Have the students review them orally.

- | | |
|---------------|---------------|
| 1. ourselves | 4. themselves |
| 2. themselves | 5. yourself |
| 3. himself | 6. myself |

Review builds confidence and understanding.

C. As you circle the prepositional phrases, work on the pronunciation of the sound unit. "From all the towns" should sound like one continuous utterance. Have the students identify the phrases and correctly pronounce them.

- from all the towns
- by land
- at the place
- ahead of Jesus and the disciples
- of the boat
- with pity
- for them
- without a shepherd

UNIT 1, LESSON 1

D. Teach the opposites. Use something large and contrast it with something small. Use a clock or the sun drawn on the chalkboard to illustrate early and late. Nearby and faraway can be taught using a student close to you and one in the back of the room.

1. small—large
2. early—late
3. nearby—faraway

Have students make sentences using these words.

E. Two-word verbs are some of the oldest words in English. By adding the preposition to the word got, the meaning is changed. Write on the chalkboard the first sentence.

I got out of my chair.

I got my chair.

Show how the meanings are entirely different, yet the irregular verb is still used and spelled the same way. Be careful if you decide to add another preposition and form another two-word verb. For example: **get in**. (I get in my car.) Too many little words at one time can be very confusing. Students who have studied English in other places may use the formal English word. Often they do not understand conversational English because native speakers use the two-word verbs much more than the formal word. An example is the word **escape**. A native speaker would **get out of** a chair, not **escape from** his chair.

D. Use the correct opposite in the sentences.

Opposites

large small

late early

nearby far away

1. It was not a _____ crowd but a _____ one that followed Jesus.

2. They left home _____ to find Jesus, and they went home _____.

3. The boat was _____ but Jesus wanted to go _____.

E. Two-word Verbs

1. **to get out, got out**—to go away; to go out.

- a. I **get out** of my car.
- b. **Do** you **get out** of the chair after class?
- c. Jesus **got out** of the boat.
- d. **Did** Simon **get out** of the boat first?
- e. Jesus **was getting out** of the boat when he saw the crowd.



2. **to go off, went off**—to leave; set off; depart.

- a. Let us **go off** by ourselves.
- b. **Do** you often **go off** by yourself?
- c. Jesus and the disciples **went off** in the boat.
- d. **Did** Jesus **go off** by himself to pray?
- e. Jesus **was going off** by himself to rest.

3. **to start out, started out**—to begin to do something; to begin to go.

- a. Mary **starts out** to class at 8 o'clock.
- b. **Does** John **start out** with him?
- c. They **started out** in a boat.
- d. **Did** all the disciples **start out** across the lake?
- e. Jesus **was starting out** in the boat when the people saw him.



III. GRAMMAR AND DRILL

A. Indefinite pronouns are used frequently in English. An indefinite pronoun does not refer to a particular person or thing.

all	each	more	one
another	either	most	other
any	everybody	much	several
anybody	everyone	neither	some
anyone	everything	nobody	somebody
anything	few	none	someone
both	many	no one	something

Nobody and **nothing** are negative. **Not** isn't used in sentences with **nobody** or **nothing**.

Examples:

Everybody was running around the lake.
 Nobody was running around the lake.
 Is anything being done for the sick?
 Is nothing being done for the sick?

Answer these questions with **nothing** or **nobody**.

1. Did everybody help Jesus?
2. Was everything easy for the disciples?
3. Did anybody have food?
4. Was everybody buying food?
5. Did something happen in the lonely place?

The word **no** is often used in place of **not . . . any**.

Example:

Jesus **did not** have **any** food.
 Jesus had **no** food.
 He hasn't **any** money.
 He has **no** money.

III. GRAMMAR AND DRILL

A. Indefinite pronouns are identified as such in this section. The students already know many of these words, but they have not been called indefinite before. Ask students to take turns making sentences with the indefinite pronouns. If one is not understood, explain it. This is also a good place to teach the opposite of indefinite . . . a definite. Use "anything" contrasted to a book, a table, a pen. An indefinite pronoun usually takes a singular verb.

Example: **Everyone** has a vote.

Some words may take a singular or plural verb, depending on the meaning of the noun or pronoun that follows.

Example:

Some of the sugar **was** spilled on the floor.

or

Some of the apples **were** rotten.

Help the student avoid the double negative.

1. Nobody helped Jesus.
2. Nothing was easy for the disciples.
3. Nobody had food.
4. Nobody was buying food.
5. Nothing happened in the lonely place.

B. Mass and Count Nouns.

This reinforces the concept and reviews the nouns found in this lesson. Discuss the mass and count nouns. Write on the chalkboard nouns for students to add **m** or **c** for mass or count to the appropriate words as you work on the assignment below together.

<u> c </u>	apple	<u> m </u>	milk
<u> m </u>	fruit	<u> m </u>	soup
<u> m </u>	gas	<u> c </u>	banana
<u> m </u>	bread	<u> c </u>	fish
<u> c </u>	tomato		

- | | | |
|------|------|-------|
| a. a | c. a | e. a |
| b. a | d. a | f. an |
- | | | |
|-------------|---------|----------|
| a. much | d. much | g. many |
| b. many | e. much | h. a few |
| c. a little | f. much | |

Have the students read the sentences aloud.

B. Mass and Count Nouns

Count nouns are nouns that can be counted with numbers. Us **a** or **an** before count nouns (as **an** apple; **a** tomato, **an** orange). When a number is not used, “mass nouns” are not counted. Amounts are not given as numbers, but as measures (as a **cup** of milk, a **bar** of soap, a **gallon** of gas).

1. Fill in the blanks with **a** or **an**.

- | | |
|--------------------------|------------------------|
| a. _____ potato | d. _____ banana |
| b. _____ gallon of gas | e. _____ loaf of bread |
| c. _____ piece of cheese | f. _____ egg |

To express a small amount use **much**, **a little**, **some** or **any** with mass nouns. With count nouns use **many**, **a few**, **some** or **any**.

2. Fill in the blanks using the correct words. Before mass nouns, use **much** or **a little**. Before count nouns, use **many** or **a few**.

- The disciples didn't have _____ time.
- _____ people saw them start out.
- They had _____ food.
- The people didn't have _____ money.
- Jesus felt _____ pity for the people.
- The food cost _____ silver.
- Jesus had _____ friends.

IV. PRONUNCIATION

j as in **judge**. Sometimes **g** before **e** has the same sound.

Initial		Medial	Final
Jesus	jump	ajar	large
James	jar	enjoy	villages
John	jot	manager	page

John enjoys the subject.

James is on the edge of the village.

V. WRITING

Write a grocery list for next week.

VI. MEMORY VERSE

"I can do all things through Christ which strengtheneth me." Philippians 4:13, KJV

VII. HOMEWORK

A. Read the story at home.

B. Write the new verbs in the following tenses.

Base form:	buy	feed	pity	spend
Present continuous	_____	_____	_____	_____
Imperative	_____	_____	_____	_____
Past	_____	_____	_____	_____
Past negative	_____	_____	_____	_____

IV. PRONUNCIATION

Practice the individual sound. Remember that all of the lesson is basically a pronunciation lesson. Reinforce whenever possible, the single sound, word and sentence stress, and voice quality of English.

V. WRITING

Do not expect the students to make a full grocery list, but they can make a partial one with some fruits, vegetables, loaves of bread and fish. Help them to see that they probably know more than they think. If time permits, make the list in class and give your own writing assignment.

VI. MEMORY VERSE

Explain, discuss and assign Philippians 4:13 for memory work.

VII. HOMEWORK

A. Assigning outside reading is a good idea. At the close of this session, assign Matthew 14:13-21.

B. buy	feed
is buying	is feeding
Buy!	Feed!
bought	fed
didn't buy	didn't feed
pity	spend
is pitying	is spending
Pity!	Spend!
pitied	spent
didn't pity	didn't spend

UNIT 1, LESSON 1

- C. 1. many
2. a little
3. a
4. much
5. a
6. a little
7. many
8. much
9. a
10. many

C. Use a, an, a few or many before count nouns. Use a little or much before mass nouns.

1. _____ sheep
2. _____ silver
3. _____ coin
4. _____ money
5. _____ heart
6. _____ bread
7. _____ boats
8. _____ butter
9. _____ town
10. _____ fish

D. Write the core sentences in your notebook.

Unit 1, Lesson 2



OBJECTIVES

Communication

Students should be able to use the past continuous tense in speaking.

Grammar

Students should be able to understand and use:

1. Past continuous tense.
2. Colors and numbers.
3. Pronunciation of y as in yes.

Writing

Students should be able to write a paragraph about being given food to eat.

- I. Review Lesson 1 and go over the homework. Review the core sentences and the Lipson pictures. Use question-and-answer drills to be sure the students understand most of the previous story. Have the students ask and answer the questions.

Read the Scriptures. Tell the story again in simple English while pointing to the pictures. Have the students read with you.

- I. So Jesus asked them, "How much bread do you have? Go and see."

When they found out, they told him, "Five loaves and also two fish."

Jesus then told his disciples to make all the people divide into groups and sit down on the green grass. So the people sat down in rows, in groups of a hundred and groups of fifty. Then Jesus took the five loaves and the two fish, looked up to heaven, and gave thanks to God. He broke the loaves and gave them to his disciples to distribute to the people. He also divided the two fish among them all. Everyone ate and had enough. Then the disciples took up twelve baskets full of what was left of the bread and the fish. The number of men who were fed was five thousand.

Mark 6:38-44, GNB

UNIT 1, LESSON 2

- A. Ask two students to read the dialogue. Explain the word **hungry**. Use with it the opposite, **enough food**. Hungry means desiring food. This is a good time to bring a food treat to class and teach the phrases "No, thank you. I am not hungry" and "Thank you, I am hungry."

- B. Read or have a class member read the core sentences. Carefully use these as comprehension builders as you point to the pictures. Let the students tell the story again in simple words. Have the class repeat the core sentences. Use them as pronunciation exercises. Be sure the phrases are said as a sound unit.

- C. Build comprehension using the question-and-answer drills. The students should be familiar with this teaching technique by now and be comfortable in asking and answering the questions. After all the oral work, the Reading Comprehension Questions can be answered. Teach the vocabulary as you go. Help the student comprehend.

A. Dialogue

- TOM: I'm hungry. Do you have something to eat?
BOB: No, and I'm hungry, too. Maybe someone will sell us some food. That little boy has fish and bread.
TOM: Yes, I see. Look! He's giving it to the disciple of Jesus named Andrew.
BOB: Yes, Andrew is Simon's brother. He brings many people to see Jesus.

B. Core Sentences

1. See if anyone has food.
2. The disciples found five loaves and two fish.
3. The people divided into groups.
4. They divided into groups of 50 and 100.
5. They sat down on the green grass.
6. Jesus prayed.
7. Jesus thanked God for the food.
8. Jesus broke the bread.
9. The disciples distributed the bread.
10. He divided the two fish.
11. Everyone ate.
12. Later, the disciples took up 12 baskets of food.
13. Much food was left.
14. Five thousand men were fed.
15. It was a miracle.



C. Reading Comprehension Questions

1. Where are the people?
2. Who are the crowds?
3. Why were the disciples looking for food?
4. How much food did the disciples find?
5. What color was the grass?
6. Where did the people sit?
7. Who told the people to divide into groups?
8. How did they divide into groups?
9. Why did Jesus pray?
10. Who distributed the fish and bread?
11. What happened to the five loaves and two fish?

12. How many people did Jesus feed?
13. How did Jesus feed so many with so little?
14. How much food was left?
15. What is a miracle?

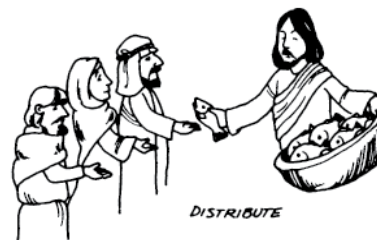
II. VOCABULARY

Nouns	Verbs	Two-word verbs
group loaf grass row baskets enough	to distribute, distributed to divide, divided	to find out, found out to sit down, sat down

Numbers	Adjective	Preposition
12 twelve 50 fifty 1,000 one thousand 5,000 five thousand	enough hungry	among

A. Action Verbs

1. **to distribute, distributed**—to give some to each;
to divide and give out.
 - a. James and John **distribute** some bread.
 - b. **Does** Andrew **distribute** some, too?
 - c. He **distributed** bread and fish.
 - d. **Did** Jesus **distribute** the food?
 - e. The disciples **were distributing** all the food.



II. VOCABULARY

- A. Teach the action verbs. Have several students read and explain the sentences.

UNIT 1, LESSON 2

2. **to divide, divided**—to separate into parts; give some to each.

- The boy **divides** his bread with his friends.
- Do you divide** your food with others?
- The disciples **divided** the loaves of bread after Jesus prayed.
- Did Jesus divide** the fish?
- Simon **was dividing** the food.

3. **to find out, found out**—to learn about; discover.

- Mothers **find out** the truth about their children.
- Do you find out** the way to go before you start?
- The disciples **found out** there were five loaves and two fish.
- Did the Pharisees find out** that Jesus was a great teacher?
- The people **were finding out** about God.

4. **to sit down, sat down**—to rest on the lower part of the body, with the weight off the feet.

- Many people **sit down** to listen to him.
- Do the disciples sit down**, too?
- The people **sat down** in groups of fifty and one hundred.
- Did everyone sit down** and eat?
- We **were sitting down** when Jesus gave us food.



B. Review the nouns. Fill in the blanks with the correct nouns. Practice these sentences aloud.

- | | |
|-----------|-----------|
| 1. loaf | 4. group |
| 2. basket | 5. group |
| 3. grass | 6. enough |

B. Nouns

- basket**—a container made of grass, twigs, fiber or strips of wood.
- grass**—plants with green blades that cover fields, lawns and pastures.
- group**—a number of persons or things together.
- loaf**—bread baked as one piece.
- enough**—as much as needed.



Fill in the blanks with the correct words:

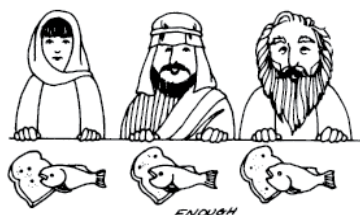
1. The singular of loaves is _____.
2. Put the bread and fish in a _____.
3. We sat on the green _____.
4. Our _____ had 10 people.
5. Jesus had people sit in a _____.
6. Everyone ate and had _____.

C. Adjectives

1. **enough**—as many as needed.
2. **hungry**—feeling a desire or need for food.

D. Fill in the blanks with the correct words.

1. Jesus found _____ food for all the people.
2. No one was _____ after they ate.



C. Teach the adjectives. **Enough** forms no comparatives. **Hungry** forms these comparatives: **hungrier, hungriest**.

D. 1. enough 2. hungry

III. GRAMMAR AND DRILL

A. The continuous tense of a verb refers to action going on or continuing at the time referred to.

Present tense: I **eat** at noon.

Present continuous: I **am eating** now.

Past tense: I **ate** my dinner.

Past continuous: I **was eating** my dinner when the phone rang.
Jesus **was teaching** when Andrew found the food.

III. GRAMMAR AND DRILL

A. Teach the past continuous form of the verb by reviewing first the present continuous.* Use the same formula: **To be + _____ + ing**. This time use the past tense of **to be + the base form of the verb + ing**.

to be + _____ + ing	to be + _____ + ing
am + go + ing	was + go + ing
am going	was going

*In some texts, the present and past progressive tenses.

B. Write a list of verbs on the chalkboard that the students have studied. See Book I. Make all the verbs first present continuous, and then past continuous. The past continuous form of the verb expresses continuing action in the past. Give oral practice in saying both forms of the verb.

1. a. was getting late
b. were sitting down, were dividing
c. was giving thanks
d. were eating
e. were distributing
f. were listening
2. a. were helping
b. was giving
c. were eating
d. were collecting

LET THE STUDENTS PRACTICE THE ANSWERS ORALLY.

C. To form the negative add **not** between the verb **to be** and the base form of the verb.

to be + not + _____ + ing.

am not going present continuous
aren't going present continuous
wasn't going past continuous
weren't going past continuous

The contraction is preferred in conversation and in most writing.

B. **To form the past continuous, use the past tense form of to be + the base form of the verb with -ing ending.**

I was telling
You were telling
He was telling

We were telling
You were telling
They were telling

1. Underline the past continuous verbs.

- a. When it was getting late, his disciples came to him.
- b. While the people were sitting down, the disciples were dividing the food.
- c. Jesus was giving thanks to God.
- d. The people were eating in groups of 50 and 100.
- e. The disciples were distributing the bread.
- f. The people were listening to Jesus.

2. Change the past tense verbs to past continuous.

Example:

Jesus **prayed**.
Jesus **was praying**.

- a. The disciples **helped** to feed the crowds.

- b. The boy **gave** his food to Jesus.

- c. The crowds **ate**.

- d. The disciples **collected** the food that was left.

C. **To form a negative in the past continuous tense, place not between the verb to be and the base form of the main verb. Follow the example and change the sentences into negatives.**

Example:

Jesus **was buying** the food.
Jesus **wasn't buying** the food.

1. Jesus **was asking** them a question.

2. **Was** Jesus **telling** his disciples to give the people food?

3. **Were** the disciples **dividing** the people into groups?

4. He **was praying**.

D. Follow the example to form a question in the past continuous tense.

Example:

Jesus **was praying** to give thanks.

Was Jesus **praying** to give thanks?

1. The disciples **were distributing** the food.

2. Jesus **was dividing** the fish among them all.

3. Jesus **was feeding** the 5,000.

E. Check colors.

white	a white cup
yellow	a yellow pencil
blue	a blue book
green	green grass
red	a red pen
brown	a brown basket
black	a black shoe
purple	a purple shirt

Look at the examples above and fill in the blanks with the correct colors.

1. It is a _____ pen.

2. The crowds sat on the _____ grass.

3. The disciples collected twelve _____ baskets full of food.

1. wasn't asking
2. Wasn't . . . telling
3. Weren't . . . dividing
4. Wasn't praying.

STUDENTS PRACTICE ANSWERS ORALLY.

D. To form the question, place the correct tense of the verb **to be** before the subject and the **base form** and **ing** after the subject.

Present continuous:

Are we going with Jesus?

Past continuous:

Were we going to follow him around the lake?

When a question word is used in a past continuous sentence, it comes first.

Example: When were you going home?
Who were you talking to?

Answers:

1. Were the disciples distributing the food?
2. Was Jesus dividing the fish?
3. Was Jesus feeding the 5,000?

GIVE ORAL PRACTICE

E. Quick check colors. Take swatches of the colors to class or use colors found in the classroom to teach these or use magic markers. A poster with the colors on it left on the wall for a few weeks is also a reminder.

PRACTICE THE COLORS ORALLY.

1. red
2. green
3. brown

IV. PRONUNCIATION

Practice the sound of **y** as a consonant. Note that the final ending of **ion**, **ian** and **iar** sometimes form a **y** sound.

V. WRITING

This writing lesson can take several forms. You may write these on the chalkboard and let students choose one.

A time when food was served to you as a guest.

A time when you were hungry.

A time at school when food was served as a surprise.

Special food and a special occasion when a meal was fixed.

A holiday or celebration meal or feast.

VI. MEMORY VERSE

Assign, explain and chorally practice Matthew 5:7.

VII. HOMEWORK

- | | |
|-----------------------|--------------------|
| B. I don't distribute | I don't divide |
| Distribute! | Divide! |
| I am distributing | I am dividing |
| I was distributing | I was dividing |
| I distributed | I divided |
| I don't find out | I don't sit down |
| Find out! | Sit down! |
| I am finding out | I am sitting down |
| I was finding out | I was sitting down |
| I found out | I sat down |

IV. PRONUNCIATION

y as in **yes**.

Initial	Medial	Mimimal Pairs
you your yellow	million onion Italian familiar	yes Jess yet jet you Jew

Your cousin came yesterday.

The young Italian in New York was amused.

V. WRITING

Write about a time when you were given food to eat. Write at least 10 sentences.

VI. MEMORY VERSE

"Blessed are the merciful: for they shall obtain mercy." Matthew 5:7, KJV

VII. HOMEWORK

- A. Write the answers to the Reading Comprehension Questions in your notebook.
- B. Go down the columns and fill in the chart with the correct form of the verbs. Use the pronoun **I**.

Base form:	I distribute	I divide	I find out	I sit down
Present negative	_____	_____	_____	_____
Imperative	_____	_____	_____	_____
Present continuous	_____	_____	_____	_____
Past continuous	_____	_____	_____	_____
Past	_____	_____	_____	_____

C. Fill in the blanks with the correct colors.

1. The sky is _____.
2. Grass is _____.
3. The sun is _____.
4. My book is _____.
5. My shoes are _____.
6. My eyes are _____.
7. My hair is _____.
8. My teeth are _____.

- C. 1. blue
2. green
3. yellow
4. (whatever color it is)
5. (____)
6. (____)
7. (____)
8. white

OBJECTIVES

Communication

Students should be able to: Tell what they were doing yesterday.

Grammar

Students should be able to understand and use:

1. Measures and containers with mass and count nouns.
2. Review of **have to/must/can**.
3. Pronunciation of **ng** as in **English**.

Writing

Students should be able to:

1. Describe a person who is unselfish.
2. Tell what he does to live out his unselfishness.

- I. Review is important in any teaching situation. Be sure to go over the homework and the memory verses. Review the Scripture by having students read the verses. This lesson puts the entire story together from Lessons 1 and 2, so there are no new vocabulary words. Help the students review and recall the new words. Check each student's comprehension.

Encourage students to ask questions and give answers about the story. Encourage students to use the question words: **who, what, where, when, why, how, how much** and **how many**. When students can answer these questions, they understand the story.

Unit 1, Lesson 3



- I. There were so many people coming and going that Jesus and his disciples didn't even have time to eat. So he said to them, "Let us go off by ourselves to some place where we will be alone and you can rest a while." So they started out in a boat by themselves to a lonely place.

Many people, however, saw them leave and knew at once who they were; so they went from all the towns and ran ahead by land and arrived at the place ahead of Jesus and his disciples. When Jesus got out of the boat, he saw this large crowd, and his heart was filled with pity for them, because they were like sheep without a shepherd. So he began to teach them many things. When it was getting late, his disciples came to him and said, "It is already very late, and this is a lonely place. Send the people away, and let them go to the nearby farms and villages in order to buy themselves something to eat."

"You yourselves give them something to eat," Jesus answered.

They asked, "Do you want us to go and spend two hundred silver coins on bread in order to feed them?"

So Jesus asked them, "How much bread do you have? Go and see."

When they found out, they told him, "Five loaves and also two fish."

Jesus then told his disciples to make all the people divide into groups and sit down on the green grass. So the people sat down in rows, in groups of a hundred and groups of fifty. Then Jesus took the five loaves and the two fish, looked up to heaven, and gave thanks to God. He broke the loaves and gave them to his disciples to distribute to the people. He also divided the two fish among them all. Everyone ate and had enough. Then the disciples took up twelve baskets full of what was left of the bread and the fish. The number of men who were fed was five thousand.

Mark 6:31-44, GNB

A. Dialogue

- BOB: I cannot believe what I saw! It was a miracle!
- TOM: How did Jesus do it? What a day to remember!
- BOB: Yes, we were sitting on the green grass and the yellow sun was getting low in the sky. While we were listening to Jesus, we weren't thinking about food.
- TOM: When he was talking I didn't know I was hungry. The crowd was so large in that lonely place.
- BOB: There were 5,000 men, but Jesus fed all of them. When we left, the disciples were collecting the leftovers. Yes, a miracle!

- A. Have students read the dialogue. Note the many times the past continuous tense is used in the conversation. Show the body language of joy, excitement, and surprise. It is different in each culture. Also, note and review the colors.

UNIT 1. LESSON 3

- B. Answer the Reading Comprehension Questions orally.

B. Reading Comprehension Questions

1. What did Bob see?
2. What kind of day was it?
3. What colors were the grass and the sun?
4. Where was the sun in the sky?
5. Who were Bob and Tom listening to?
6. What did Tom forget while Jesus was talking?
7. How big was the crowd?
8. What did Jesus do?
9. How many men were there?
10. What did the disciples collect?

II. VOCABULARY

No new vocabulary words are added this lesson. Review any words they are hesitant about.

II. VOCABULARY

(words are the same as Lessons 1 and 2)

III. GRAMMAR AND DRILL

A. Mass Nouns and Their Use

1. Review mass nouns and count nouns.

Mass Nouns

bread
food
silver
land

Count Nouns

coins
heart
sheep
town

2. Measures and containers of mass nouns.

a. Explanation

Mass nouns are not counted and are not expressed in numbers. Measures and containers are used with mass nouns. Do not use a or an or numbers. Mass nouns are not made plural. The names of many foods are mass nouns:

bread	sugar	fruit	corn
coffee	cattle	meat	salt
rice	cheese	tea	oil

III. GRAMMAR AND DRILL

A. Mass Nouns

1. Review mass and count nouns studied in Lessons 1.
2. Discuss measures and containers of mass nouns.
 - a. Explanation
There are many measures and containers to use with mass nouns. Some of them are specific, for example, a bolt of cloth, or a yard of carpeting. Others are interchangeable: a bar of soap or a bar of candy. A tube can contain toothpaste or many other substances.

UNIT 1, LESSON 3

Some other mass nouns are:

soap	soup	music	chalk
toothpaste	gasoline	water	milk
grass	cabbage	furniture	ice cream

b. Examples

In order to ask for an item that is a mass noun, we use the measure or container to tell how much we want. It is good to memorize these.

a loaf of bread (two loaves of bread)

two pounds of meat

a slice of cheese

a piece of furniture

a bag	sugar
a pound of	salt
a box	coffee
	tea
	rice

a carton (or **a bottle**) of milk

a bar of soap

a tube of toothpaste

an ounce of gold or silver

a pound of beans

a cup of coffee

a bowl of soup

a bag of rice



CARTON OF MILK



BAR OF SOAP



TUBE OF TOOTH PASTE



BAG OF RICE



CUP OF COFFEE

c. Exercises

Fill in the blanks using the correct measures.

- 1) The disciples found five _____ bread.
- 2) I need a _____ soap.
- 3) I want a _____ soup.
- 4) Buy two _____ milk.
- 5) I asked for a _____ rice.
- 6) Do you have a _____ coffee?

b. Examples

Help them learn the names of containers: a box of cereal, or a carton of milk. Do not expect mastery right away.

c. Exercises

1. loaves of
2. bar of
3. cup of
4. cartons of, bottles of
5. bag of
6. cup of

UNIT 1, LESSON 3

3. Use of **a little** and **a few**.

- a. a little
- b. a few
- c. a little
- d. a few
- e. a few
- f. a few
- g. a little
- h. a few
- i. a little
- j. a few

B. Review **have to/must/can**.

Remember the rule to use with **can**: the base form of the verb with an auxiliary verb is used most often in active voice.

1. Practice with **must**.

- a. He must get away.
- b. They must go by themselves.
- c. Simon must get out of the boat.
- d. He must teach the crowds.
- e. The disciples must get some food.
- f. The boy must help.
- g. They must pray and give thanks.
- h. The people must sit.
- i. The people must eat.
- j. We must believe in a miracle.

3. Use of **little** and **few**.

Use **a little** with mass nouns and **a few** with count nouns.

- | | |
|-----------------|------------------|
| a. _____ bread | f. _____ fish |
| b. _____ apples | g. _____ silver |
| c. _____ food | h. _____ oranges |
| d. _____ coins | i. _____ land |
| e. _____ sheep | j. _____ bananas |

B. Practice in using **must**, **have to**, **has to** and **can**.

1. Substitute **must** for **have to** or **has to** in the following sentences:

- a. He has to get away and rest.

- b. They have to go by themselves.

- c. Simon has to get out of the boat.

- d. He has to teach the crowds.

- e. The disciples have to get some food.

- f. The boy has to help.

- g. They have to pray and give thanks.

- h. The people have to sit in groups.

UNIT 1, LESSON 3

i. The people have to eat.

j. We have to believe in a miracle.

2. **Can** is used most often with the base form of the verb. It has only one form. Use **can** with the verbs in the parentheses following the sentences.

Example:

John _____ across the lake. (go)

John **can go** across the lake.

a. The disciples _____ the people. (divide)

b. The boy _____ his lunch to Andrew. (give)

c. He _____ of the boat. (get out)

d. The crowd _____ ahead of him. (run)

e. The disciples _____ the food. (distribute)

2. Practice with **can**.

a. can divide

b. can give

c. can get out

d. can run

e. can distribute

IV. PRONUNCIATION

The sound of **ng** is not a blending sound of **n** and **g**. This sound does not appear at the beginning of a word in English. It is usually preceded by a short vowel sound. Also, **n** followed by **k** has the **ng** sound and is written with **n**.

ng			nk		
thing	coming	singing	think	thinking	drink
stung	going	bringing	thank	thanking	sank
ring	rang	English	sink	sinking	

IV. PRONUNCIATION

For internationals, this sound is generally not too difficult. It is found in the middle and the end of words in English, but never at the beginning.

UNIT 1, LESSON 3

Bring me your English book.
Jesus was coming and going.
I think the ink is pink.

V. WRITING

The teacher should write a model paragraph about a time you shared food with someone. Write on the board and discuss.

“Anna and Wilford are from Africa. They are students. They have no money for food. They are hungry. They visit Miss Lillie and ask her what to do. Miss Lillie gave them what food she had. She asked others to share their food.”

VI. SEQUENCE

Help the students tell the Scripture story in their own words. Do not interrupt or correct them too often at this point.

VII. ADAPTATION

If there are more appropriate adaptation questions that fit your class better, feel free to substitute them.

VIII. MEMORY VERSE

Assign, explain, and chorally repeat Philippians 4:19 several times. Be sure to teach the “address” (the book of the Bible, the chapter and the verse) so the students can find and mark the verse in their own Bibles. The verse is not complete without the “address” where it can be found.

V. WRITING

Write about a time you shared your food with someone. Tell why you shared.

VI. SEQUENCE

Tell in your own words, the story you wrote about sharing food.

VII. ADAPTATION

Answer the following questions.

1. When you or your family go away to rest, where do you go?
2. Have you ever had to spend a lot of money to buy food for a crowd?

VIII. MEMORY VERSE

“But my God shall supply all your need according to his riches in glory by Christ Jesus.”

Philippians 4:19, KJV

Unit 1, Practice Exercise

I. GRAMMAR

A. Verbs

1. Change the sentences to the past tense. Add the word **yesterday**.

a. Ruth **doesn't have** time to study.

b. Simon **wants** to rest.

c. They **leave** in a boat to go to a lonely place.

d. People **see** them leave.

e. They **study** about Jesus.

2. Change these past tense sentences to questions.

a. They **ran** ahead by land.

b. They **came** from all the nearby towns.

c. Jesus **got out** of the boat.

d. The disciples **saw** a large crowd.

e. He **felt** pity for the crowd.

I. GRAMMAR

Work orally. Have one student give a sentence, another student change the sentence as directed for all exercises.

A. Verbs

1. a. Ruth didn't have time to study yesterday.

b. Simon wanted to rest yesterday.

c. Yesterday they left in a boat to go to a lonely place.

d. People saw them leave yesterday.

e. Yesterday they studied about Jesus.

2. a. Did they run ahead by land?

b. Did they come from all the nearby towns?

c. Did Jesus get out of the boat?

d. Did the disciples see a large crowd?

e. Did he feel pity for the crowd?

UNIT 1, PRACTICE EXERCISES

3. a. was
b. were
c. were
d. was
e. was

4. a. bought
b. fed
c. spent
d. got out
e. went off
f. ran
g. found out
h. sat down
i. told
j. ate

5. a. was feeling
b. was fishing, was trying
c. was getting
d. were looking
e. was giving

3. Change the verbs to the past tense.

a. He **is** tired.

b. They **are** hungry.

c. We **are** busy.

d. I **am** like a sheep.

e. It **is** late.

4. Irregular verbs. Write the past tense beside the base forms.

a. buy

b. feed

c. spend

d. get out

e. go off

f. run

g. find out

h. sit down

i. tell

j. eat

5. Change the present continuous verbs to the past continuous.

a. He **is feeling** pity for the crowd.

b. When he **is fishing**, he **is trying** to catch fish.

c. It **is getting** late.

d. The disciples **are looking** for food.

e. The boy **is giving** his food to Andrew.

UNIT 1, PRACTICE EXERCISES

6. Fill in the blanks with the correct forms of **to be**.

to be Present Tense		
Person	Singular	Plural
First	I _____	we _____
Second	you _____	you _____
Third	he she _____ it	they _____

to be Past Tense		
Person	Singular	Plural
First	I _____	we _____
Second	you _____	you _____
Third	he she _____ it	they _____

6. I am We are
 You are You are
 He is They are
 I was We were
 You were You were
 He was They were

7. Combine the two sentences in each of the following examples to form one sentence. Use one of the following words/phrases: **when, because, since, during the time, and, however, yet, as, after**.

a. We sat on the ground. Jesus was teaching.

b. We were hungry. We were far away from home.

c. The crowd divided into groups. Jesus was talking to the boy.

d. Jesus looked up to heaven. He gave thanks.

e. He was breaking the loaves. The disciples were distributing the food.

7. a. We sat on the ground during the time Jesus was teaching.
 b. We were hungry, yet we were far away from home.
 c. The crowd divided into groups as Jesus was talking to the boy.
 d. Jesus looked up to heaven, and he gave thanks.
 e. During the time he was breaking the loaves, the disciples were distributing the food.

UNIT 1, PRACTICE EXERCISES

8. a. Does he rest?
Does she spend?
Do we feel?
b. Did he rest?
Did she spend?
Did we feel?
c. He is resting?
She is spending?
We are feeling.
d. He was resting.
She was spending.
We were feeling.
e. He wasn't resting.
She wasn't spending.
We weren't feeling.
f. Was he resting?
Was she spending?
Were we feeling?
9. a. into groups
b. of 50 and 100
c. on the green grass
d. in rows
e. to the people
f. among all
g. of them
h. of food
i. of God

B. Nouns and Adjectives

1. a. a shepherd
b. an opening
c. an egg
d. an explanation
e. a town
f. a heart
g. a coin
h. an idea
i. an edge

8. Write the verbs in the following forms.

Base form	(he) eat	(he)rest	(she)spend	(we)feel
a. Present question	Does he eat?	_____	_____	_____
b. Past question	Did he eat?	_____	_____	_____
c. Present continuous	He is eating.	_____	_____	_____
d. Past continuous	He was eating.	_____	_____	_____
e. Past continuous negative	He wasn't eating.	_____	_____	_____
f. Past continuous question	Was he eating?	_____	_____	_____

9. Circle the prepositional phrases.

The people divided into groups of 50 and 100. They sat down on the green grass in rows.
The disciples gave the bread to the people. He divided the fish among all of them. They had 12 baskets of food left. It was a miracle of God.

B. Nouns and Adjectives

1. Use **a** or **an** before the following count nouns.

- | | |
|----------------------|----------------|
| a. _____ shepherd | f. _____ heart |
| b. _____ opening | g. _____ coin |
| c. _____ egg | h. _____ idea |
| d. _____ explanation | i. _____ edge |
| e. _____ town | |

UNIT 1, PRACTICE EXERCISES

2. Use **a** or **an** before the following adjectives.

- | | |
|----------------------------|------------------------|
| a. _____ angry Pharisee | f. _____ unhappy woman |
| b. _____ paralyzed man | g. _____ black book |
| c. _____ old friend | h. _____ easy lesson |
| d. _____ religious teacher | i. _____ green pencil |
| e. _____ sick man | j. _____ early morning |

3. Before the count nouns write the word **ten**, and make the noun plural. In front of the mass nouns, write the correct measures.

- | | |
|-------------------|---------------------|
| a. _____ rice | f. _____ gold |
| b. _____ water | g. _____ cheese |
| c. _____ villages | h. _____ land |
| d. _____ sheep | i. _____ toothpaste |
| e. _____ bread | j. _____ fish |

4. Underline the adjectives, circle the nouns.

- | | |
|----------------|------------------|
| a. yellow car | d. tired teacher |
| b. sad outcast | e. busy disciple |
| c. loud crowd | f. lonely man |

C. Pronouns

Answer the questions below by forming sentences using one of the indefinite pronouns, **nobody** or **nothing**.

Example:

Is anyone coming?

Nobody is coming.

1. Is everyone hungry?

2. Is somebody with you?

3. Is anything wrong?

4. Is something about to happen?

5. Is everybody busy?

2. a. an
b. a
c. an
d. a
e. a
f. an
g. a
h. an
i. a
j. an

3. a. a box, pound, bowl of rice
b. a cup, glass, quart of water
c. 10 villages
d. 10 sheep
e. a loaf of bread (slice)
f. an ounce of, pound of, bar of
g. a slice, pound of cheese
h. an acre of land
i. a tube of toothpaste
j. a pound of fish, 10 fish

- | | |
|---------------|----------|
| 4. Adjectives | Nouns |
| a. yellow | car |
| b. sad | outcast |
| c. loud | crowd |
| d. tired | teacher |
| e. busy | disciple |
| f. lonely | man |

- C. 1. Nobody is hungry.
2. Nobody is with me.
3. Nothing is wrong.
4. Nothing is about to happen.
5. Nobody is busy.

UNIT 1, PRACTICE EXERCISES

- D. 1. John had no answer.
2. The Pharisees wanted no help.
3. Jesus had no rest.
4. The crowd had no food.
5. He wanted no problems.

D. Substitute the word no for not . . . any.

Example:

Simon did not have any money.

Simon had no money.

1. John did not answer.

2. The Pharisees didn't want any help.

3. Jesus didn't have any rest.

4. The crowd didn't have any food.

5. He doesn't want any problems.

- E. 1. twelve
2. fifty
3. one hundred
4. one thousand
5. five thousand

E. Numbers

Write out the following numbers.

1. 12 _____

2. 50 _____

3. 100 _____

4. 1,000 _____

5. 5,000 _____

UNIT 1. PRACTICE EXERCISES

II. VOCABULARY

Nouns	Two-word Verbs	Adjectives
baskets bread coins food grass group heart loaf	pity row sheep shepherd silver town while enough	to find out, found out to get out, got out to go off, went off to sit down, sat down to start out, started out
Adverbs	Verbs	Prepositions
already also away very nearby	enough large late tired nearby	to buy, bought to distribute, distributed to divide, divided to feed, fed to fill, filled to pity, pitied to rest, rested to spend, spent
		ahead of among in order to

Vocabulary Expansion:

Colors

red lavender
yellow tan
blue gray
green brown
purple black
pink white

III. A DEEPER LOOK

1. How do you know that Jesus and the disciples worked hard?
2. What is a miracle?
3. Why did Jesus perform the miracle of feeding the 5,000?
4. How was the small boy unselfish?
5. When we are unselfish, do we really give anything up or does God meet our needs?
6. What did the disciples learn that day?
7. Jesus had all of the human emotions we do. Name several feelings he had that day.

II. VOCABULARY

The words for this unit are listed for reference. Common colors are listed.

III. A DEEPER LOOK

Discuss the story after all the work has been done. This is a good way to end the unit.

Unit 2, Lesson 1

OBJECTIVES

Communication

Students should be able to:

1. Continue using past progressive in speaking.
2. Tell something that happened when a teacher was teaching.

Grammar

Students should be able to understand and use:

1. Nouns as subjects, direct objects and objects of a preposition.
2. Pronunciation of **r** as in **run**.

Writing

Students should be able to write about their teachers.



- I. Review the memory verses. Go over the adaptation questions from the previous unit and answer any questions.

Begin the new unit by reading the Scripture. The concepts taught in this unit are difficult for internationals to grasp. Lesson 1 focuses on verses 31-33 about the prediction of Jesus concerning his death. Here he is teaching his disciples. But in Lesson 2, Jesus is again teaching a crowd. The paradox of losing your life to gain your life is difficult to grasp, even in one's native language. Lesson 3 deals with the total Scripture.

Have the students read the verses with you. Read the Scripture while pointing to the pictures and symbols. Have individual students read verses.

- I. Then Jesus began to teach his disciples: "The Son of Man must suffer much and be rejected by the elders, the chief priests, and the teachers of the Law. He will be put to death, but three days later he will rise to life." He made this very clear to them. So Peter took him aside and began to rebuke him. But Jesus turned around, looked at his disciples, and rebuked Peter. "Get away from me, Satan," he said. "Your thoughts don't come from God but from man!"

Mark 8:31-33, GNB

A. Dialogue

- LEVI: Jesus is the Son of God. Why did Jesus say he will die?
- ANDREW: He said the Pharisees hated him because he teaches that love is more important than the Law.
- LEVI: It is hard to think of Jesus being rejected and having to suffer.
- ANDREW: It doesn't matter. He will do whatever God wants him to do. He will obey God.

B. Core Sentences

1. Jesus taught his disciples.
2. I will suffer much.
3. I will be rejected.
4. I will die.
5. Three days later I will rise to life.
6. Peter took Jesus aside.
7. He rebuked Jesus.
8. Jesus rebuked Peter.
9. Jesus said, "Get away from me, Satan."
10. Jesus called Peter, "Satan."

C. Reading Comprehension Questions

1. Who was teaching?
2. What will happen to Jesus?
3. After he dies, what will Jesus do?
4. Did they understand what Jesus said?
5. What did Peter do?
6. What is another name for Peter?
7. Why does Jesus call Peter "Satan"?
8. Who is Satan?
9. Where do Peter's thoughts come from?
10. Where should his thoughts come from?

- A. Have two students read the dialogue. Discuss love and hate. Encourage feeling and emotion in the dialogue. Levi is puzzled and unhappy that Jesus says he will die. This is not good news and the voice needs to reflect that.

- B. Read the core sentences and use them as you point to the pictures. Ask and answer questions using the drill techniques. Help the students comprehend the reading. Talk about Satan. Why does Jesus call Peter by that name. When can Satan stop us from obeying God?

- C. After many drills with questions (**who, what, where, when, why** and **how**), read and answer the Reading Comprehension Questions orally. Remember your aim is to have students generate their own questions.

UNIT 2, LESSON 1

II. VOCABULARY

Teach the action verbs. The vocabulary introduced in this unit is quite large, but fundamental to the rest of the story of Jesus. Help the students learn the words. Model the sentences and have the students repeat them. The nouns will be taught in Lesson 2 because of the number of new words in this lesson.

II. VOCABULARY

Nouns	Verbs	Adjectives	Adverbs
angels	to gain, gained	ashamed	aside
cross	to lose, lost	chief	
death	to predict, predicted	clear	
elders	to rebuke, rebuked	godless	
glory	to regain, regained	holy	
gospel	to reject, rejected	whole	Pronouns
life	to rise, rose	wicked	whoever
priest	to suffer, suffered		whatever
	to turn around, turned around		
	to win, won		

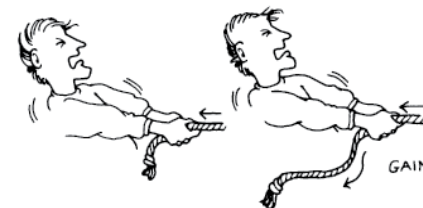
A. Teach the action verbs by acting them out. The sentence order is:

- present tense
- past tense
- past continuous tense
- future tense
- future question

A. Action Verbs

1. **to gain, gained**—to come to have; to get; to win.

- I **gain** nothing if I do not study.
- My teacher **gained** weight last year.
- The men **were gaining** in the race.
- Jesus **will gain** many followers.
- Will** the Pharisees **gain** by killing Jesus?



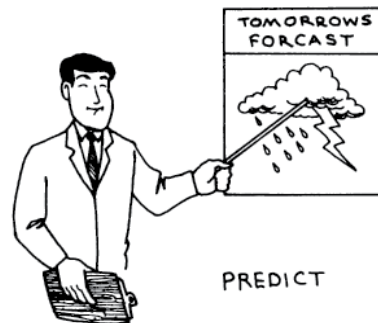
2. **to lose, lost**—to have no longer; to be unable to find.

- Whoever **loses** his life for Jesus will save it.
- I **lost** my key.
- They **were losing** the ball game when I turned on the television.
- Jane said, "I **will lose** 10 pounds this month."
- Simon asked, "**Will** the disciples **lose** their lives, too?"



3. **to predict, predicted**—to announce or tell before it happens; forecast.

- a. He **predicts** the weather at 6 o'clock.
- b. Jesus **predicted** his death.
- c. Jesus **was predicting** that he would die.
- d. The weatherman **will predict** rain tomorrow.
- e. **Will** he **predict** when the baby will be born?



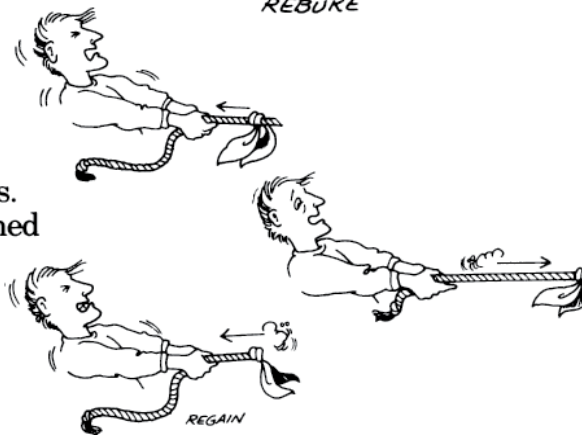
4. **to rebuke, rebuked**—to express disapproval of.

- a. Sometimes, I **rebuke** my children.
- b. Jesus **rebuked** Peter when Peter argued with him.
- c. He **was rebuking** her for being late.
- d. If I do wrong, my mother **will rebuke** me.
- e. **Will** the teacher **rebuke** us?



5. **to regain, regained**—to get again; recover.

- a. He **regains** his place in line when he returns.
- b. My friend **regained** his old job when he returned home from the Army.
- c. They **were not regaining** their strength.
- d. Jesus **will regain** his life after three days.
- e. **Will** the Son of Man **regain** his life?



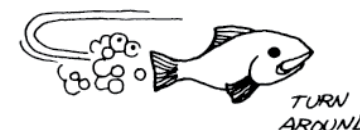
6. **to reject, rejected**—to refuse to take, throw away.

- a. Few people **reject** money.
- b. The Pharisees **rejected** Jesus.
- c. The teachers of the Law **were rejecting** all his ideas.
- d. If they reject Jesus, God **will reject** them.
- e. **Will** you **reject** the Son of Man?



UNIT 2, LESSON 1

7. **to rise, rose**—to get up from a lying, sitting or kneeling position.
- a. Sometimes students **rise** when the teacher walks in.
 - b. Jesus **rose** from the dead.
 - c. Peter **was rising** early to go fishing.
 - d. Jesus **will rise** on the third day.
 - e. **Will** the sun **rise** tomorrow?
8. **to suffer, suffered**—to have pain, grief or injury.
- a. My husband **suffers** from headaches.
 - b. Jesus **suffered** and died.
 - c. Jane **was suffering** from the pain of a broken arm.
 - d. Jesus said, “The Son of Man **will suffer** much.”
 - e. **Will** the disciples **suffer**, too?
9. **to turn around, turned around**—to change direction or position.
- a. Mary **turns around** and goes back into the house for her keys.
 - b. Jesus **turned around** and looked at his disciples.
 - c. He **was turning around** as he talked.
 - d. John **will turn around** and speak to the crowd.
 - e. **Will** you **turn around** and follow Jesus?
10. **to win, won**—to be successful over others; get victory or success.
- a. He **wins** the game.
 - b. Jesus **won** the hearts of the people.
 - c. Jesus **was winning** the love of the disciples.
 - d. He **will not win**.
 - e. **Will** Jesus **win** the love of the Pharisees and elders?



B. Adjectives

1. **ashamed**—feeling shame; uncomfortable.
2. **chief**—leader, the head of a group.
3. **clear**—bright, not cloudy.
4. **godless**—not believing in God; wicked; evil.
5. **holy**—given or belonging to God; set apart for God's service.
6. **whole**—the full amount.
7. **wicked**—evil; bad; sinful.

Fill in the blanks using the correct adjectives.

1. Jesus was a _____ man; God wants us to be _____, also.
2. Jesus made his coming death very _____ to the disciples.
3. People who do not believe in God are _____.
4. A _____ man does many bad and godless things.
5. I am not _____ of being a Christian.
6. The most important priest is the _____ priest.
7. All of the world is the _____ world.

III. GRAMMAR AND DRILL

A. Practice with pronouns

whoever—any person that

whatever—anything that

Fill in the blanks with the correct pronouns.

1. _____ will follow Jesus is welcome.
2. You cannot have _____ you want.
3. _____ is the leader should speak.
4. Do _____ you think is best.

B. Several of the adjectives can be compared.

ashamed
more ashamed than
the most ashamed

clear
clearer than
the clearest

godless
more godless than
the most godless

holy
holier than
the holiest

wicked
more wicked than
the most wicked

With the comparison of adjectives, be sure to make sentences so the class can understand how they are really used.

Answers:

1. holy, holy
2. clear
3. godless
4. wicked
5. ashamed
6. chief
7. whole

III. GRAMMAR AND DRILL

A. The pronouns **whoever** and **whatever**:

Answers:

1. whoever
2. whatever
3. whoever
4. whatever

- B. Teaching three major uses of the noun simplifies for the international a fairly complex situation. It helps the student identify words and understand the use of the noun. The three major uses are subject, object (direct object and later, indirect object) and object of the preposition.

Subject: Does the acting
Peter took him aside.

Direct object: Receives the action
Jesus rebuked Peter.

Object of the preposition:
The angels will return to earth.

Answers:

1. c 6. a, b
2. a 7. b, b
3. a, c 8. a, c
4. a, b 9. a, c
5. a, c 10. a, c

- C. The prepositional phrase is made up of the preposition and its object. The object of the preposition is usually a noun or a pronoun. Review this with the student before doing the exercise.

Answers:

1. of me
2. of my teaching
3. in this godless and wicked day
4. of man
5. of him
6. in the glory
7. of his Father
8. with the holy angels

After the phrases are written, practice orally saying the phrases as a unit. Let the students take turns reading the paragraph.

- B. **A noun is the name of a person, place, thing or idea. Three uses of nouns are as subjects, as objects of verbs and as objects of prepositions.**

Subject: Many **people** saw them leave.
Object of Verb: Jesus saw the **crowd**. (direct object)
Object of Preposition: Jesus got out of the **boat**.

Read the following sentences. Determine if the underlined nouns are used as:

- (a) subjects
- (b) direct objects
- (c) object of prepositions

Example:

Jesus taught his disciples

a,b

1. I must be rejected by the elders.
2. Peter took him aside.
3. Jesus looked at his disciples.
4. Jesus rebuked Peter.
5. Peter's thoughts did not come from God.
6. Does a person gain anything?
7. Do not win the world and lose your life.
8. God will come with holy angels.
9. The glory of God is great.
10. Jesus dies on a cross for me.

- C. **Circle the prepositional phrases.**

"If a person is ashamed of me and of my teaching in this godless and wicked day, then the Son of Man will be ashamed of him when he comes in the glory of his Father with the holy angels."

Mark 8:38, GNB

IV. PRONUNCIATION

r as in **run**.

Initial	Medial	Minimal Pairs
rat	mirror	ride lied
red	very	rode load
run	around	red led
reject	carry	rest lest
rise	berry	reek leak
rate	correct	raw law
read		rake lake

V. WRITING

Write about a teacher you know. Explain what you like about that teacher.

VI. MEMORY VERSE

“For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.”

John 3:16, KJV

VII. HOMEWORK

A. Read the story many times.

B. Complete the verb chart using the pronoun they.

base form	They gain	They predict	They lose
past	_____	_____	_____
present question	_____	_____	_____
past question	_____	_____	_____

IV. PRONUNCIATION

Many students have a hard time distinguishing between an **r** and an **l**. Remember the student must first **hear** the sound before he can reproduce it. In other languages, the **r** is a rolled sound. It is not rolled in English.

V. WRITING

Write a model paragraph on the chalkboard. Help the students begin to write on their own without following a model too much. Many have strong feelings about a teacher and can express them in this way.

My best teacher taught me English in high school. She liked to teach and enjoyed the students. She was a demanding teacher, but I remember much of what she taught me. I remember my grammar lessons. I had to memorize many rules. I know an easy teacher is not always a good teacher.

VI. MEMORY VERSE

Be sure to teach the Scripture reference or “address.” John 3:16.

VII. HOMEWORK

A. Assign reading as the students progress. The same story can be read in Luke 9:21-26. It helps students to learn more about the Bible to be able to look up and read references away from the classroom.

B. They gained
Do they gain?
Did they gain?

They predicted
Do they predict?
Did they predict?

They lost
Do they lose?
Did they lose?

UNIT 2, LESSON 1

- C. 2. Grass is green.
The man cut the grass today.
The boys played in the grass.
3. The town is nearby.
He gave the town a good name.
Let's go to town.
4. The baskets are new.
Bring the basket of food.
Put the bread in the basket.

- C. **Using nouns in sentences. Write three sentences using the same noun as a subject, a direct object and the object of a preposition.**

1. bread

Subject: The bread was good.

Direct object: The boy gave his bread to Andrew.

Object of a preposition: He filled his bag with bread.

2. grass

Subject: _____

Direct object: _____

Object of a preposition: _____

3. town

Subject: _____

Direct object: _____

Object of a preposition: _____

4. baskets

Subject: _____

Direct object: _____

Object of a preposition: _____

Unit 2, Lesson 2



OBJECTIVES

Communication

Students should be able to:

1. Use going-to-future in statements, questions and negatives.
2. Make a wish, using **if . . . then**.

Grammar

Students should be able to understand and use:

1. Going-to-future and future tense.
2. If . . . then statements and questions.
3. Infinitive: to + verb.
4. Pronunciation of **I** as in **law**.

Writing

Students should be able to make a wish using **if . . . then**. They then should explain the wish and tell whether it can come true.

- I. Read the Scripture. Remember that the nouns for the unit are included in this lesson. First Jesus tells his disciples about his death and return in the Scripture. In this lesson he talks to the crowd. Go over the homework, and review the memory verse. As much as possible, tie the two lessons together.

Have the students read the Scripture with you. Be aware of the paradoxes and the probable slowness of the students to comprehend the deeper meanings. Immediately begin with the question-and-answer drills to help with comprehension. Use all three methods: (1) You ask the questions, students answer. (2) They ask the questions and you answer. (3) They ask one another questions and answer them in a chain drill.

I. Then Jesus called the crowd and his disciples to him. "If anyone wants to come with me," he told them, "he must forget himself, carry his cross, and follow me. For whoever wants to save his own life will lose it; but whoever loses his life for me and for the gospel will save it. Does a person gain anything if he wins the whole world but loses his life? Of course not! There is nothing he can give to regain his life. If a person is ashamed of me and of my teaching in this godless and wicked day, then the Son of Man will be ashamed of him when he comes in the glory of his Father with the holy angels."

Mark 8:34-38, GNB

UNIT 2, LESSON 2

- A. Read the dialogue. Then have two students read. It should help with the meaning of the Scripture. It also points out that Jesus told the disciples that he would be killed, and the widespread disbelief that this would actually occur.

A. Dialogue

- TOM: Did you hear Jesus? What did he mean?
- BOB: Well, if we want to be a follower of Jesus, we will have to forget ourselves.
- TOM: How can anyone forget himself? That is impossible.
- BOB: No it's not. When we help others, we forget ourselves. When we put the needs and wishes of our family and friends first, we forget about ourselves. When we follow the teachings of Jesus, we forget ourselves. When we serve Jesus, we forget ourselves.
- TOM: Maybe, but what's this about a cross?
- BOB: Do you think it means to obey the will of God completely? Doesn't it mean to find what he wants me to do and forget what I want? That is what Jesus did.
- TOM: He sure did. He did everything God sent him to do. It did not matter if the Pharisees and chief priests didn't like it.
- BOB: So, maybe our cross is to live our life just like Jesus did. It means we obey God even if it makes others angry.
- TOM: I can see that following Jesus can be difficult at times.

- B. Read the core sentences. Some are fine examples of the paradox. Use them as pronunciation exercises and for comprehension.

B. Core Sentences

1. Jesus taught the crowd.
2. If you want to come with me, then forget yourself.
3. When we help others, we forget ourselves.
4. If you try to save your life, then you will lose it.
5. If you lose your life for me, then you will save it.
6. You can gain the whole world and miss knowing me.
7. If you are ashamed of me, then I will be ashamed of you.
8. Jesus will come with holy angels.

C. Reading Comprehension Questions

1. What does it mean to follow Jesus?
2. What is a cross?
3. What are some things you can do to help others?
4. What is the gospel?
5. What happens if you lose your life?
6. Can you regain your life?
7. What is a godless time?
8. How are people wicked?
9. If you are ashamed of God, what will happen?

II. VOCABULARY

A. Nouns

1. **angel**—a messenger from God. A spiritual being.
2. **cross**—a stick or post crossed with another. An instrument of death.
3. **death**—the ending of life.
4. **elders**—leading men in religious life along with the Pharisees and scribes.
5. **glory**—something that brings praise and honor.
6. **gospel**—the good news of Jesus' birth, life, death, burial and resurrection.
7. **life**—being alive; time of being alive.
8. **priest**—men set apart for special religious duties.



- C. After the question-and-answer drills, discuss the Reading Comprehension Questions. The class should be able to answer them orally.

II. VOCABULARY

- A. Teach the nouns. Use the drawings to help with comprehension.

- B. 1. elder 5. gospel
 2. life 6. glory
 3. angel 7. priest
 4. cross 8. death
- C. Teach the adverb **aside**. It can easily be acted out.

III. GRAMMAR AND DRILL

A. The Future Tense

1. The future tense is expressed in two ways: with **going to** and with **will**. Teach the meanings of **tomorrow**, **later today**, **in a few minutes** or use a clock and a calendar to show future time. Students have been using this tense in conversation for some time and it should not be difficult for them.

- a. The **going-to-future** forms an infinitive with another verb. I am going to study for the class. He is going to help me. We are going to hear Jesus teach tonight.

The question is made by putting the correct form of the verb **to be** at the beginning. Are you going to run? Is he going to eat?

The negative uses the word **not**. I am not going to eat. She is not going to see him. They are not going to sing.

Write a list of verbs on the chalkboard. Drill the students in statements, then questions, then negative sentences.

B. Fill in the blanks with the correct nouns.

1. A wise old man is often called an _____.
2. The length of a man's _____ is approximately 70 years.
3. A spiritual messenger from God is an _____.
4. Jesus knew he would die on a _____.
5. The good news of Jesus is called the _____.
6. What Jesus does is for God's _____.
7. The chief _____ did not like Jesus.
8. Life is the opposite of _____.

C. Adverb

aside—on one side; to one side.

Peter took Jesus **aside** to speak to him.

Take the child **aside** and tell him to stop.

He spoke to the woman **aside** from the others.

III. GRAMMAR AND DRILL

A. The Future Tense

1. Future tense is expressed in two ways:

- a. Use the present continuous **to be going to** followed by a basic form of the verb.

I'm **going to listen to** Jesus tomorrow.

I'm **going to go to** English class every week this year.

He **is going to study** his Bible every day.

To form a question, place the correct form of **to be** at the beginning of the sentence.

Are you going to listen to Jesus?

Is he going to study his Bible?

b. Use the auxiliary verb **will** followed by the basic form of the verb.

I will predict.	I'll predict.
You will predict.	You'll predict.
He will predict.	He'll predict.

Questions using the auxiliary verb **will** are formed by placing **will** at the beginning of the sentence.

Will I reject?
Will you reject?
Will he reject?

The negative is formed using **will not**. (The contraction **won't** is generally used in speaking and informal writing.)

I will not reject.	I won't lose.
You will not reject.	You won't lose.
He will not reject.	He won't lose.

2. Change the following sentences to the future tense.

Example:

Jesus **calls** the crowd.
 Jesus **is going to call** the crowd.

a. She **comes** with them.

b. He **forgets** himself.

c. He **carries** his cross.

d. He **follows** Jesus.

e. Whoever **saves** his own life will lose it.

b. The future is also expressed by using the auxiliary verb **will**. The negative is formed by using **will not**. The contraction **won't** is used most of the time.

Statement:

I will have. I will run.

Question:

Will I have? Will I run?

Negative:

I won't have. I won't run.

Continue this type of drill until the students understand how to form the future tense in all its forms. Write an example on the chalkboard using verbs from the lesson. Let the students take turns answering as you point to the different forms. Advanced students will not need for you to do this.

The 10 verbs from this lesson that can be drilled are **gain, lose, predict, rebuke, regain, rise, suffer, turn around, win**.

Encourage the use of the contraction. However, at first they need to know what that contraction stands for.

2. a. She is going to come with them.
- b. He is going to forget himself.
- c. He is going to carry his cross.
- d. He is going to follow Jesus.
- e. Whoever is going to save his life will lose it.

3. a. Is he going to gain everything by following Jesus?
b. Is he going to gain the whole world?
c. Is God going to come with his holy angels?
d. Is Jesus going to tell God about his followers?
e. Is Jesus going to rise to life after his death?
4. a. Jesus is not going to walk with them.
b. Peter is not going to rebuke Jesus.
c. Satan is not going to harm Peter.
d. Peter is not going to talk clearly to Jesus.
e. He is not going to save his own life.

3. Change the following sentences to questions.

Example:

He **is going to** lose his life in service to Jesus.

Is he going to lose his life in service to Jesus?

- a. He **is going to gain** everything by following Jesus.

- b. He **is going to gain** the whole world.

- c. God **is going to come** with his holy angels.

- d. Jesus **is going to tell** God about his followers.

- e. Jesus **is going to rise** to life after his death.

4. Change the following from positive to negative sentences.

Example:

Jesus **is going to teach** the Pharisees.

Jesus **is not going to teach** the Pharisees.

- a. Jesus **is going to walk** with them.

- b. Peter **is going to rebuke** Jesus.

- c. Satan **is going to harm** Peter.

- d. Peter **is going to talk** clearly to Jesus.

- e. He **is going to save** his own life.

UNIT 2, LESSON 2

5. Change the following sentences to the future tense, using the auxiliary verb **will**.

Example:

He **tells** Satan to get away.

He **will tell** Satan to get away.

a. Jesus **turned** around.

b. He **looked** at the disciples.

c. He **rebuked** Peter.

d. He **called** the crowd.

e. He **taught** them.

6. Change the following sentences in the future tense to negatives. Write the sentence using **won't**.

Example:

The crowd **will listen** to Jesus.

The crowd **won't listen** to Jesus.

a. Everyone **will come** with Jesus.

b. He **will forget** about himself.

c. He **will be ashamed** of me.

d. Mary **will tell** Ruth about the book.

e. He **will gain** everything.

5. a. Jesus will turn around.
b. He will look at the disciples.
c. He will rebuke Peter.
d. He will call the crowd.
e. He will teach them.

6. a. Everyone won't come with Jesus.
b. He won't forget about himself.
c. He won't be ashamed of me.
d. Mary won't tell Ruth about the book.
e. He won't gain everything.

UNIT 2. LESSON 2

7. a. Will Jesus rise on the third day?
b. Will Peter rebuke Jesus?
c. Will the Pharisees reject Jesus?
d. Will Jesus suffer and die?
e. Will Jesus win?

The same drill can be used for the going-to-future to help the student make the statement, question and negative. The more it is drilled, the easier it becomes.

- B. Teach **if . . . then** phrases used to express conditions. Start with the familiar.

If I had a million dollars, then I would be rich.

If I had a new job, then I would be happy.

If I had the time, then I would go with you.

Students catch on to this quite easily.

1. If anyone wants to come with me, then he must carry his cross.
2. If Jesus dies on the cross, then he will rise on the third day.

7. Change the following future tense sentences into questions.

Example:

He **will save** his life for me.

Will he save his life for me?

- a. Jesus **will rise** on the third day.

- b. Peter **will rebuke** Jesus.

- c. The Pharisees **will reject** Jesus.

- d. Jesus **will suffer** and die.

- e. Jesus **will win**.

B. **If . . . then** Statements and Questions

If . . . then is used to express conditions.

Example:

If you are ashamed of Jesus, **then** he will be ashamed of you.

If you come with me, **then** I will teach you.

Combine the following sentences to express a condition.

Example:

(if, then)

The Pharisees loved God. They would understand Jesus.

If the Pharisees loved God, **then** they would understand Jesus.

1. (if, then)

Anyone wants to come with me. He must carry his cross.

2. (if, then)

Jesus dies on the cross. He will rise on the third day.

3. (if, then)
The Pharisees kill Jesus. He will live on in his followers.

4. (if, then)
You try to save your life. You will lose it.

5. (if, then)
You lose your life in helping others. You will save your life.

C. Infinitives

The use of **to** plus a verb is called an infinitive. It is used frequently in the subject position or the object position in a sentence. Underline all the infinitives in the following sentences.

Example:

Jesus began to teach the disciples.

1. Peter began to rebuke him.
2. If you want to come with me, you must forget yourself.
3. If you want to save your life, then you must lose it.
4. To love God is to serve him.

IV. PRONUNCIATION

l /l/ as in **law**.

Initial	Medial	Final	Minimal Pairs	Phrases
law later life lake lamb	elders follow yellow really rolling	call will tell bill still	law raw life rife late rate lake rake lace race lag rag lip rip	holy angels lose his life will follow

3. If the Pharisees kill Jesus, then he will live on in his followers.
4. If you try to save your life, then you will lose it.
5. If you lose your life in helping others, then you will save your life.

C. **To** + a verb in the base form is an infinitive. **AN INFINITIVE NEVER TAKES AN ENDING.** Remember, **to** + a noun is a prepositional phrase. If it comes up, contrast the infinitive with the prepositional phrase. If not, do not create any confusion. The infinitive can be used in the noun places such as subject, object and object of the preposition. An infinitive also can take a subject and a direct object. However, the purpose of this lesson simply is to identify the infinitive. **Going, want** and **like** are three verbs that take an infinitive as a direct object.

1. to rebuke
2. to come
3. to save
4. to love—to serve

IV. PRONUNCIATION

The last lesson worked on sound of **r**. This lesson works on and contrasts the **l** and **r** sounds. For many people, this is one of the most difficult sounds to make. Mastery may take time.

UNIT 2. LESSON 2

V. WRITING

Write a model paragraph on the chalkboard.
My dream is to travel and see the world. If I had the money, then I would buy luggage. I would get a passport, buy some pretty clothes and then, I would go to Europe. First, I would see Paris, and then I would see London. If I found lots of money, then I would travel.

VI. MEMORY VERSE

Explain, assign, and chorally repeat the verse and the Scripture reference, Luke 9:23, several times.

VII. HOMEWORK

A. Encourage students to write the Reading Comprehension Questions and answers in their notebooks.

B. We rose We won
Did we rise? Did we win?
Were we rising? Were we winning?
We'll rise We'll win
We won't rise We won't win
We're going to rise We're going to win

We suffered
Did we suffer?
Were we suffering?
We'll suffer
We won't suffer
We're going to suffer

C. He's going to gain
He's not going to gain
Is he going to gain?

He's going to reject
He isn't going to reject
Is he going to reject?

He's going to predict
He isn't to predict
Is he going to predict?

V. WRITING

Write a paragraph about a wish you have. Use the **if. . . then** forms. Explain the wish and tell if you think it can come true.

VI. MEMORY VERSE

And he said to them all, "If any man will come after me, let him deny himself, and take up his cross daily, and follow me."

Luke 9:23, KJV

VII. HOMEWORK

A. Write the Reading Comprehension Questions in your notebook and answer them.

B. Fill in the chart with the correct verb forms, using the pronoun **we**.

base form	we rise	we win	we suffer
past tense	_____	_____	_____
past question	_____	_____	_____
past continuous	_____	_____	_____
future	_____	_____	_____
future negative	_____	_____	_____
going to future	_____	_____	_____

C. Change the following verbs to future, future negative and future questions.

base form	he gains	he rejects	he predicts
future	_____	_____	_____
future negative	_____	_____	_____
future question	_____	_____	_____

UNIT 2, LESSON 2

D. Change the verbs to future, future negative and future question, using the pronoun I.

base form	I buy	I feed	I rest
future	_____	_____	_____
future negative	_____	_____	_____
future question	_____	_____	_____

D. I'll buy
I won't buy
Will I buy?

I'll rest
I won't rest
Will I rest?

I'll feed
I won't feed
Will I feed?

OBJECTIVES

Communication

Students should be able to:

1. Use the future tense to tell what they have planned for the next day.
2. Ask and answer questions in the future tense.

Grammar

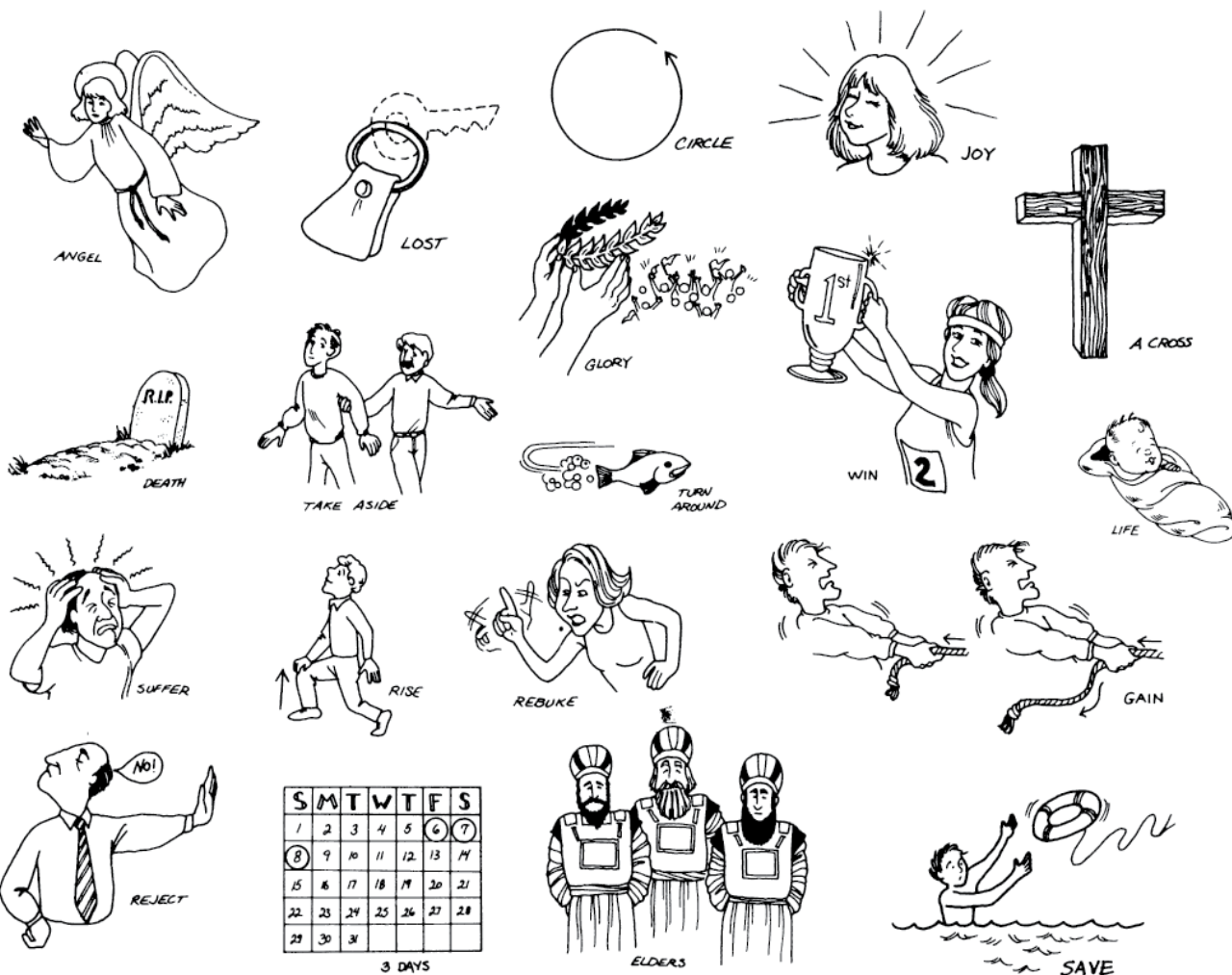
Students should be able to understand and use:

1. Contractions: a review.
2. Negatives: a review.
3. Pronunciation of **m** as in **man**.

Writing

Students should be able to write a paragraph about what they plan to do tomorrow morning.

Unit 2, Lesson 3



UNIT 2, LESSON 3

- I. Then Jesus began to teach his disciples: "The Son of Man must suffer much and be rejected by the elders, the chief priests, and the teachers of the Law. He will be put to death, but three days later he will rise to life." He made this very clear to them. So Peter took him aside and began to rebuke him. But Jesus turned around, looked at his disciples, and rebuked Peter. "Get away from me, Satan," he said. "Your thoughts don't come from God but from man."

Then Jesus called the crowd and his disciples to him. "If anyone wants to come with me," he told them, "he must forget himself, carry his cross, and follow me. For whoever wants to save his own life will lose it; but whoever loses his life for me and for the gospel will save it. Does a person gain anything if he wins the whole world but loses his life? Of course not! There is nothing he can give to regain his life. If a person is ashamed of me and of my teaching in this godless and wicked day, then the Son of Man will be ashamed of him when he comes in the glory of his Father with the holy angels."

Mark 8:31-38, GNB

A. Dialogue

- TOM: Is Jesus talking in circles? He seems to say two different things.
- BOB: It is difficult to understand what he means.
- TOM: Do you understand what Jesus meant when he said, "Whoever wants to save his own life will lose it; but whoever loses his life for me and for the gospel will save it?"
- BOB: A person who cares only about himself will miss eternal life with God. He will lose eternal life and the joy of living and giving daily.
- TOM: You mean the man or woman who helps other people, and tells them about God's message is "losing his life for Jesus?"
- BOB: Yes. If you get rich, but die without giving your life to God, you have lost your life.
- TOM: Jesus says things to make us think.

- I. Review the memory verses, the homework and the Scripture. Answer any questions students have about the lesson. Ask several students to read the verses. Help them with pronunciation problems, but do not belabor that here.

- A. Have two students read the dialogue. Discuss the new words. If necessary, go to the vocabulary section and teach the new words.

- B. Use the question and answer chain drill to be sure the students understand both the Scripture and the dialogue. Then answer the Reading Comprehension Questions orally.

B. Reading Comprehension Questions

1. What does it mean to “talk in circles?”
2. Who wants to save his own life?
3. Who is Christ?
4. What does Christ want from us?
5. If someone tries to save his own life, what will he lose?
6. If a man loses his life for Christ, what will he save?
7. If a man cares only about saving things, what will he lose?
8. What else will he miss?
9. What does daily giving bring?
10. What is a man who helps others doing?
11. What happens if a man dies without God?
12. What does Tom say that Jesus does for us?

II. VOCABULARY

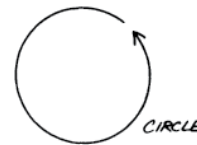
- A. Teach the two nouns. Help the students see that the word **joy** does not have to mean fun and party. Joy can be a deep inner peace that lasts for a very long time.

II. VOCABULARY

Nouns	Adjectives	Opposites
circle joy	careful physical eternal unselfish	careful ... careless unselfish ... selfish

A. Nouns

1. **circle**—a ring.
2. **joy**—a glad feeling.



Fill in the blanks with the correct nouns.

1. Living in God's will gives daily _____.
2. To go around and around is to make a _____.

B. Adjectives

1. **careful**—thinking about what one says; watching what one does; cautious.
2. **careless**—not careful; not thinking about what one does; not watching what one does.
3. **eternal**—without beginning or ending; forever.
4. **physical**—of the body.
5. **selfish**—caring too much for one's self, and too little for others.
6. **unselfish**—caring for others.

Fill in the blanks with the correct adjectives.

1. He broke the dish. Is he _____ or _____?
2. To live forever is God's gift of _____ life.
3. He ate everything. Is he _____ or _____?
4. Jesus was not only a spiritual man; he was also a _____ person.

III. GRAMMAR AND DRILL

A. Review contractions, writing the contraction for each of the following words.

- | | |
|-------------------|-------------------|
| 1. is not _____ | 7. what is _____ |
| 2. will not _____ | 8. it is _____ |
| 3. cannot _____ | 9. there is _____ |
| 4. he will _____ | 10. I am _____ |
| 5. are not _____ | 11. we are _____ |
| 6. does not _____ | 12. did not _____ |

B. Review the Negatives

Positive Negative

some not any, none
 a lot of not much (mass nouns)
 a lot of not many (count nouns)
 somebody nobody
 anything nothing

There are some selfish people. (positive)
 There aren't any selfish people. (negative)

B. Teach the adjectives. Form the comparatives for the class.

careful	selfish
more careful than	more selfish than
the most careful	the most selfish
careless	unselfish
more careless than	more unselfish than
the most careless	the most unselfish
physical	
more physical than	
the most physical	

Eternal means forever. Use the words **eternal life** together. Only with Jesus can life be eternal. Many internationals do not believe in life after death, and this is a strange teaching to them. Be sensitive to their culture while teaching this unit.

Answers:

1. careful—careless
2. eternal
3. selfish—unselfish
4. physical

III. GRAMMAR AND DRILL

A. Review the contractions. Model them carefully. Have the students repeat after you. Help them to hear the difference in the beat of the contraction and the two words by tapping on the table. Many students want to add an extra syllable to the contraction or they try to avoid pronouncing the contraction and simply say the words as if they were not contracted. Continue the exercise by your giving the two words and a student responding with the contraction.

Answers:

- | | |
|------------|------------|
| 1. isn't | 7. what's |
| 2. won't | 8. it's |
| 3. can't | 9. there's |
| 4. he'll | 10. I'm |
| 5. aren't | 11. we're |
| 6. doesn't | 12. didn't |

UNIT 2, LESSON 3

- B. Making the indefinites negative can be confusing. Read the sentences and help the students learn the patterns.

Answers:

1. He doesn't predict much trouble.
2. There isn't anybody waiting.
3. There isn't much he can give.
4. There isn't any food.
5. She will do nothing to help.

He will do anything to go.	(positive)
He will do nothing to go.	(negative)
The fishermen caught a lot of fish.	(positive)
The fishermen didn't catch many fish.	(negative)
He has a lot of money.	(positive)
He doesn't have much money.	(negative)

Change the following from positive to negative sentences.

Example:

Peter has a lot of trouble.

Peter doesn't have much trouble.

1. He predicts a lot of trouble.

2. There is somebody waiting.

3. There is a lot he can give.

4. There is some food.

5. She will do anything to help.

- C. A review of the use of **a** and **an** helps reinforce this skill.

Answers:

1. a
2. an
3. an
4. a
5. an

- C. Use **a** or **an** before the following adjective phrases.

1. _____ careful boy
2. _____ unselfish disciple
3. _____ early morning walk
4. _____ selfish Pharisee
5. _____ evening meal

IV. PRONUNCIATION

m as in **man**.

Initial	Medial	Final	Phrases
man me must	himself ashamed empty	from come them	men make money from the same place it came from them

V. WRITING

Describe what you plan to do tomorrow morning in the future tense using both **going to** and **will**. Write at least 10 sentences.

VI. SEQUENCE

Tell the story aloud.

VII. ADAPTATION

1. Tell me when your son or daughter felt rejected.
2. How does it feel to be rejected?
3. How do you feel about death?
4. Do you feel there is life after death?
5. Tell about giving up food, clothes or money so your husband, wife or child could have something special.

VIII. MEMORY VERSE

“Whosoever therefore shall confess me before men, him will I confess also before my Father, which is in heaven.”

Matthew 10:32, KJV

IV. PRONUNCIATION

Teach the single sound of the **m**. Help students say the phrases with the correct stress, intonation and voice quality.

V. WRITING

Once again, write a paragraph on the chalkboard. This helps students understand the assignment and have a pattern to follow.

Tomorrow morning is Sunday. Every Sunday morning I go to church. I will get up a little later. Then I'm going to cook a good breakfast for my family. I will bring the newspaper in the house, but I won't read it until the afternoon. I always hurry to get dressed on Sunday morning. I spend too much time eating and talking. Since I don't want to be late, I will have to dress quickly. I will drive to church and look for a place to park the car. Then I will go to my Bible class and study God's Word.

VI. SEQUENCE

Ask the students to tell as much of the Scripture lesson as they can. Ask the best students first, so the slower students can listen and become more prepared. Point to the pictures to help them if necessary. Listen for pronunciation problems. Do not interrupt, but give extra practice in problem areas.

VII. ADAPTATION

These questions should promote some serious discussion. If some problems come out, take the time to pray about them.

VIII. MEMORY VERSE

Discuss Matthew 10:32, assign it, chorally repeat it and the Scripture reference several times.

Unit 2, Practice Exercises

I. Work orally on each exercise.

- A.
 1. Peter said, "No, Jesus. Don't say you will die."
 2. Jesus said, "Get away from me, Satan."
 3. "If anyone wants to come with me," he said, "he must forget himself."
 4. Andrew said to Peter, "I am not ashamed of Jesus."
 5. "You yourselves give them something to eat," Jesus answered.
- B.
 1. "So," Jesus asked them, "how much bread do you have?"
 2. They told him, "Five loaves and two fish."
 3. "The Son of Man will be ashamed of him when he comes in the glory of his Father with the holy angels," Jesus told them.
- C.
 1. Jesus was beginning to teach.
 2. Jesus was suffering much.
 3. The chief priests were rejecting Jesus.

I. EXERCISES

A. Use quotation marks (") to set off a direct quote. Add the quotation marks to the following sentences.

Example:

Jesus said, Come, follow me.

Jesus said, "Come, follow me."

1. Peter said, No, Jesus. Don't say you will die.
2. Jesus said, Get away from me, Satan.
3. If anyone wants to come with me, he told them, he must forget himself.
4. Andrew said to Peter, I am not ashamed of Jesus.
5. You yourselves give them something to eat, Jesus answered.

B. Capitalize and punctuate where necessary.

1. so jesus asked them how much bread do you have
2. they told him five loaves and two fish
3. the son of man will be ashamed of him when he comes in the glory of his father with the holy angels jesus told them

C. Change the sentences to past continuous tense.

Example:

He **went** to the temple.

He **was going** to the temple.

1. Jesus **began** to teach.
-

2. Jesus **suffered** much.
-

3. The chief priests **rejected** Jesus.
-

UNIT 2. PRACTICE EXERCISES

4. He **made** this very clear to them.

5. Peter **rebuked** Jesus.

D. **Change these sentences to the future tense, using going to.**

Example:

She **eats** fish today.

She **is going to eat** fish every day.

1. Jesus **walks** to Jerusalem.

2. He **tells** the disciples what will happen.

3. He **begins** to teach.

4. Jesus **suffers** a lot.

5. The elders **reject** God's message.

E. **Change these sentences to the going to question.**

Example:

They **are going to listen** to him teach.

Are they going to listen to him teach?

1. Jesus **is going to predict** his death.

2. He **is going to explain** that he will rise again.

3. The teachers of the Law **are going to pay** someone to kill Jesus.

4. He was making this very clear to them.

5. Peter was rebuking Jesus.

D. 1. Jesus is going to walk to Jerusalem.

2. He is going to tell the disciples what will happen.

3. He is going to begin to teach.

4. Jesus is going to suffer a lot.

5. The elders are going to reject God's message.

E. 1. Is Jesus going to predict his death?

2. Is he going to explain that he will rise again?

3. Are the teachers of the Law going to pay someone to kill Jesus?

UNIT 2, PRACTICE EXERCISES

4. Is Jesus going to come back to life?
5. Is he going to talk very clearly to them?

- F.
1. The elders aren't going to listen to Jesus.
 2. The disciples aren't going to understand.
 3. Peter isn't going to ask Jesus to stop predicting death.
 4. Jesus isn't going to stop.
 5. Satan isn't going to control some people.

- G.
1. The Pharisees will try to stop Jesus.
 2. Peter will take Andrew aside to talk to him.
 3. Jesus will tell the gospel of God's love.

4. Jesus **is going to come back to life.**
-

5. He **is going to talk** very clearly to them.
-

F. **Change the following from positive to negative sentences.**

Example:

They **are going to help** us.

They **aren't going to help** us.

1. The elders **are going to listen** to Jesus.
-

2. The disciples **are going to understand.**
-

3. Peter **is going to ask** Jesus to stop predicting death.
-

4. Jesus **is going to stop.**
-

5. Satan **is going to control** some people.
-

G. **Change these sentences to the future tense, using will.**

Example:

Ruth **cooks** their lunch.

Ruth **will cook** their lunch.

1. The Pharisees **try** to stop Jesus.
-

2. Peter **takes** Andrew aside to talk to him.
-

3. Jesus **tells** the gospel of God's love.
-

UNIT 2, PRACTICE EXERCISES

4. The teachers of the Law **continue** to reject the Son of Man.

5. Jesus **walks** toward his death.

H. Change the following from positive to negative sentences using won't.

Example:

They **will look** for Mrs. Jones.

They **won't look** for Mrs. Jones.

1. The disciples **will believe** Jesus will die.

2. I **will forget** my needs and help others.

3. The disciples **will carry** a cross.

4. The man **will gain** the house and land.

5. The religious leaders **will turn** to the love of God.

I. Change these sentences to questions.

Example:

The disciples **will feed** the people.

Will the disciples **feed** the people?

1. The Law **will keep** good men from God's message.

2. Jesus **will rise** to life again.

3. The Pharisees **will regain** God's love by following Jesus.

4. The teachers of the Law **will continue** to reject the Son of Man.

5. Jesus **will walk** toward his death.

H. 1. The disciples **won't believe** Jesus will die.

2. I **won't forget** my needs and help others.

3. The disciples **won't carry** a cross.

4. The man **won't gain** the house and land.

5. The religious leaders **won't turn** to the love of God.

I. 1. **Will** the Law **keep** good men from God's message?

2. **Will** Jesus **rise** to life again?

3. **Will** the Pharisees **regain** God's love by following Jesus?

UNIT 2, PRACTICE EXERCISES

4. Will God forgive a man who sins?
5. Won't Jesus be rejected after his death?

- J. 1. If I know all the rules, then will I love God?
 2. If I study hard, then I will learn English.
 3. If Jesus explains clearly, then the disciples will understand.
 4. If you help another person, then you forget yourself.
 5. If you are ashamed of Jesus, then he will be ashamed of you.

- K. 1. To save my life is God's purpose.
 2. To learn English is my desire.
 3. Jesus wanted to help other people.
 4. To heal people is a miracle of God.
 5. To gain the world and lose God is to lose everything.

- L. 1. will lose
 2. will rise
 3. will win
 4. will buy

4. God **will** forgive a man who sins.
-

5. Jesus **won't be** rejected after his death.
-

- J. **Use a comma to separate the two thoughts in a conditional sentence. Insert commas in the following sentences.**

1. If I know all the rules then will I love God?
2. If I study hard then I will learn English.
3. If Jesus explains clearly then the disciples will understand.
4. If you help another person then you forget yourself.
5. If you are ashamed of Jesus then he will be ashamed of you.

- K. **Place the infinitive form of the verbs in the subject position or in the object position. (Sentence Structure: Subject + Verb + Object.)**

1. _____ my life is God's purpose. (save)
2. _____ English is my desire. (learn)
3. Jesus wanted _____ other people. (help)
4. _____ people is a miracle of God. (heal)
5. _____ the world and lose God is _____ everything.
 (gain, lose)

- L. **Irregular Verbs: Change these past tense verbs to future tense.**

Past	Future
Ex.: gave	_____ will give
1. lost	_____
2. rose	_____
3. won	_____
4. bought	_____

UNIT 2, PRACTICE EXERCISES

5. fed _____
6. spent _____

5. is going to feed will feed
6. is going to spend will spend

II. VOCABULARY

Nouns	Verbs	Adjectives	Adverbs	Opposites
angels circle cross death elders glory gospel joy life priest whatever whoever	to gain, gained to lose, lost to predict, predicted to rebuke, rebuked to regain, regained to reject, rejected to rise, rose to suffer, suffered to turn around, turned around to win, won	ashamed careful chief clear eternal godless holy physical unselfish whole wicked	aside	careful careless unselfish selfish

III. RELATED WORDS

A. The following words are used in the sentences in the next section.

Adjectives	Nouns	Verbs	Adverbs
predictable	gain prediction rebuke rejection winner	to gain to predict to rebuke to reject to win	predictably

B. Sentences using the related words.

1. Noun: He put his ill-gotten **gain** in the bank.
Verb: Jesus **gained** many followers.

II. VOCABULARY

The list includes the new words taught in Lessons 1, 2, and 3. Use for reference or review.

III. RELATED WORDS

Read the sentences. Discuss the different meanings. Have the students read the sentences. Advanced students can make sentences on their own.

UNIT 2, PRACTICE EXERCISES

2. Adjective: He acts in a **predictable** way.
Noun: The **prediction** of Jesus' death came true.
Verb: Jesus **predicted** his own death.
Adverb: A crying child acts **predictably**.
3. Noun: The **rebuke** hurt Peter's feelings.
Verb: Peter **rebuked** Jesus.
4. Noun: **Rejection** by your friends is difficult.
Verb: The elders **rejected** God's love.
5. Noun: The **winner** of the game is very happy.
Verb: Jesus **won** many hearts.

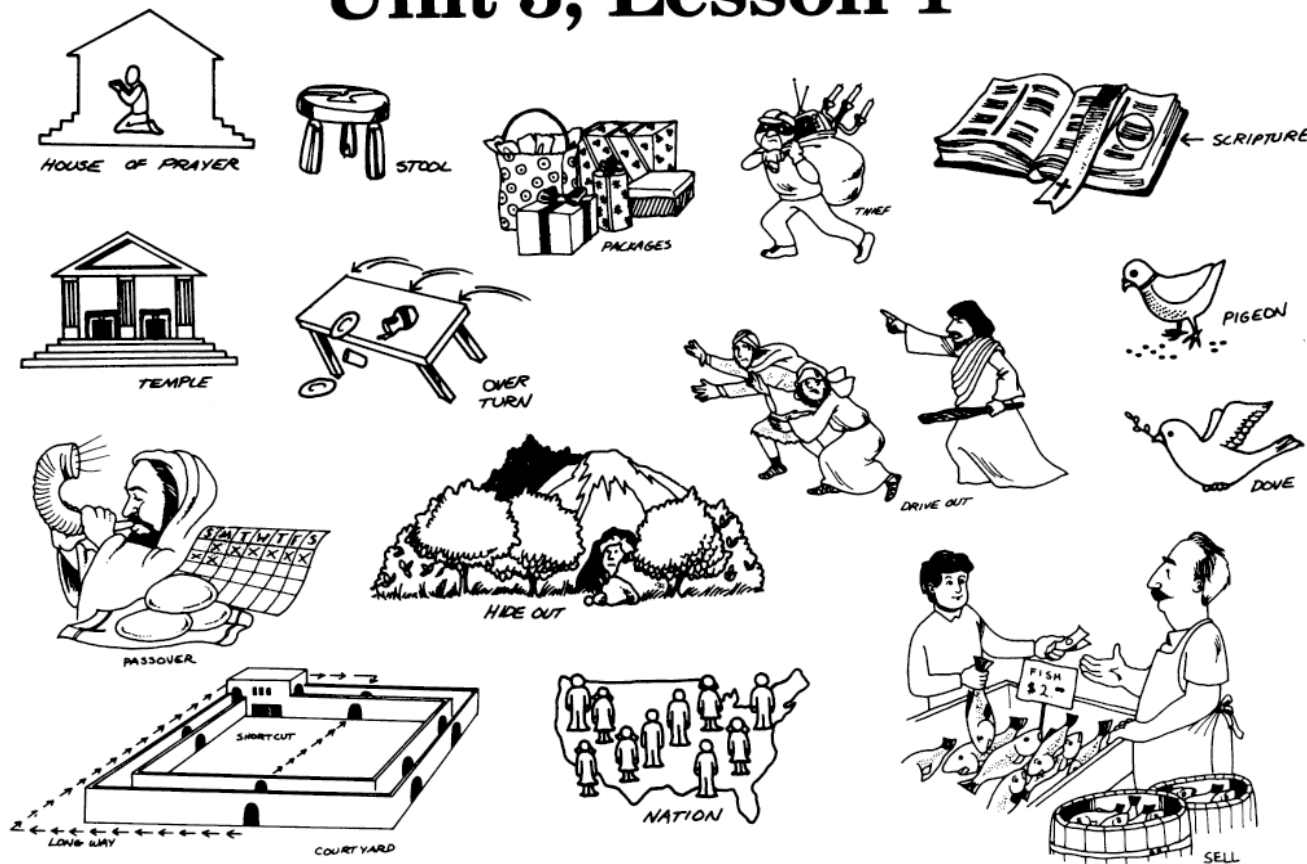
IV. A DEEPER LOOK

These questions may be difficult to answer.
Discuss them in class if possible.

IV. A DEEPER LOOK

1. Why did Jesus predict his own suffering and death?
2. Why did Jesus call Peter "Satan?"
3. Does Satan exist?
4. Can Satan control our thoughts?
5. It is easy to forget ourselves to take care of our children and others we love. How can we forget ourselves and help strangers?
6. What is eternal life? (See John 17:3.)
7. What is judgment?

Unit 3, Lesson 1



OBJECTIVES

Communication

- Students should be able to:
1. Discuss buying and selling.
 2. Talk about money.
 3. Make change.

Grammar

Students should be able to understand and use:

1. Comparative of adjectives.
2. Compound nouns.
3. Quick check: American coins.
4. Pronunciation of n as in no.

Writing

Students should be able to describe a time when they got angry or upset in a store or when buying something.

- I. Go over the homework and answer any questions from Unit 2. Review the memory verses. Ask for Scripture references for all the verses.

This unit begins the week before Passover with Jesus in Jerusalem. The remainder of the text covers the events of this week, the crucifixion and the resurrection. Help students see the continuity of the Bible story from unit to unit.

Read the Scripture. Have the students read with you. Have the best students read the Scripture. Tell the story again using the same words while pointing to the pictures and symbols.

- I. When they arrived in Jerusalem, Jesus went to the Temple and began to drive out all those who were buying and selling. He overturned the tables of the moneychangers and the stools of those who sold pigeons, and he would not let anyone carry anything through the Temple courtyards. He then taught the people: "It is written in the Scriptures that God said, 'My Temple will be called a house of prayer for the people of all nations.' But you have turned it into a hideout for thieves!"

The chief priests and the teachers of the Law heard of this, so they began looking for some way to kill Jesus. They were afraid of him, because the whole crowd was amazed at his teaching.

When evening came, Jesus and his disciples left the city.

Mark 11:15-19, GNB

UNIT 3, LESSON 1

A. Have two students read the dialogue. This is a good story to act out. Try assigning parts from the Scripture, setting up a Temple courtyard in the classroom and have the students act out this lesson during the review for Lesson 2 of this unit.

B. Read the core sentences. Again, use them to correct the pronunciation problems in the classroom. Begin the question-and-answer drills to check for comprehension of the story. By now, the advanced students should be able to do this with minimal help from the teacher.

C. Read and answer the Reading Comprehension Questions orally.

A. Dialogue

- PETER: I have never seen Jesus so angry.
- JOHN: He really upset the money changers. They lost a lot of money today.
- PETER: They sell animals for the Temple sacrifices at a higher price. Jesus dislikes people being cheated.
- JOHN: Yes, he does. But he really dislikes the religious people who use the Temple as a place to buy and sell. They get rich on poor people who come to the Passover.
- PETER: It is wrong for religious people to cheat and steal. But they will get even with Jesus. They are powerful and dangerous.
- JOHN: And greedy!

B. Core Sentences

1. Jesus arrived in Jerusalem.
2. He went to the Temple.
3. People were not praying.
4. The Temple was like a store or a market.
5. He got angry.
6. Jesus knew the Temple was not for buying and selling.
7. He overturned the tables.
8. Money fell on the floor.
9. He would not let the business continue in the Temple.
10. Jesus taught the Word of God.
11. The Temple is a house of prayer.
12. You make the Temple a hideout for thieves.
13. The money changers were angry.
14. They made lots of money in the courtyards.
15. The chief priests and teachers of the Law looked for a way to kill Jesus.
16. They were afraid of Jesus.
17. The crowd was amazed.

C. Reading Comprehension Questions

1. What city did Jesus go to?
2. What is the Temple?
3. What are people supposed to do at church or at the Temple?
4. What was going on?
5. What is a pigeon used for?

6. Why did Jesus call them thieves?
7. Why was Jesus angry?
8. What did the chief priests do?
9. How did the crowd feel about Jesus?
10. Why were the teachers of the Law afraid of Jesus?

II. VOCABULARY

Nouns	Verbs	Adjectives
burden courtyard festival hideout naitons overcharge package Passover pigeon sacrifice Scripture stool Temple thief, thieves way	to drive out, drove out to exploit, exploited to get even, got even to overturn, overturned to write, wrote, written	angry angrier high higher greedy greedier

II. VOCABULARY

- A. Teach the action verbs. These can be acted out, but the most difficult verb is **exploit**. Many internationals have been exploited, so if the word can be translated, they will understand it very quickly.

A. Action Verbs

1. **to drive out, drove out**—to force out; to direct by a blow or thrust; to make go.
 - a. The Pharisees **cannot drive out** Jesus from the Temple.
 - b. Jesus **drove out** the moneychangers.
 - c. He **will drive out** the exploiters.
2. **to exploit, exploited**—to make unfair use of.
 - a. The chief priest **exploits** the people who must get their money changed.
 - b. The man **exploited** the child.
 - c. Often people **will exploit** others to make more money.



UNIT 3, LESSON 1

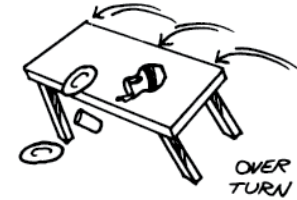
3. **to get even, got even**—to have revenge.

- People often **get even** by hurting someone back.
- The chief priests thought they **got even** with Jesus.
- They **will get even** soon.



4. **to overturn, overturned**—to turn upside down.

- Jesus **overturned** the table.
- He **overturned** the ideas of people.
- He **will overturn** the stools of the money-changers.



5. **to write, wrote, written**—to make letters of words.

- He **writes** to me in English now.
- He **wrote** the letter yesterday.
- He **will write** every week.

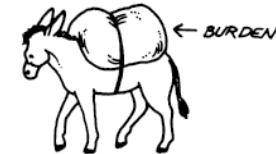


B. There are 15 nouns to teach in this lesson; however, only a few more vocabulary words are added in Lesson 3. Keep teaching and reinforcing these words for the next three lessons.

Note: Illustration for “courtyard” is on page 67 at the beginning of the unit.

B. Nouns

1. **burden**—something carried; a load; a problem or sorrow.



2. **courtyard**—an outdoor space enclosed by walls.

3. **festival**—a day or special time of rejoicing or feasting.



4. **hideout**—a place for hiding or being alone.



5. **nation**—people of a country; a country.



6. **overcharge**—to charge too high a price.



7. **packages**—a bundle of things packed or wrapped together.

Note: Illustrations for “packages” and “pigeon” are on page 67 at the beginning of the unit.

8. **Passover**—an eight-day annual Jewish holiday.



9. **pigeon**—a bird with short legs and a plump body.

10. **sacrifice**—the act of offering to God.



11. **Scripture**—a passage of text of the Bible.



12. **stool**—a seat without arms and usually without a back.



UNIT 3, LESSON 1

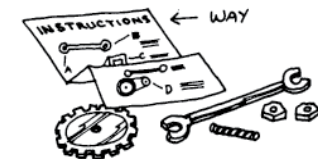
13. **temple**—a building used for the service or worship of a god.



14. **thief, thieves**—a person who steals.



15. **way**—form or mode of doing; a method.



Answers:

1. Temple
2. thieves
3. burden
4. overcharge
5. pigeons
6. sacrifice
7. Scripture
8. courtyard
9. stool
10. package
11. festival, festival
12. hideout

Fill in the blanks with the correct nouns.

1. The church where Jesus worshipped was the _____ in Jerusalem.
2. Jesus called the moneychangers _____.
3. A heavy load is a _____.
4. To sell something for too much money is to _____.
5. In the Temple, men sold _____ and other birds.
6. People came to the Temple to pray and to offer _____ to God.
7. The Bible is called _____.
8. Buildings often have a _____.
9. He sat on a _____ instead of a chair.
10. The man carried his _____ on a shortcut through the Temple.
11. Jesus came to Jerusalem for the _____ of Passover. A _____ is also a party.
12. A place where a thief cannot be found is his _____.

UNIT 3, LESSON 1

13. During the holy festival of _____, Jesus went to the Temple.
14. God is for people of all countries and all _____.
15. The priests looked for a plan or a _____ to kill Jesus.

13. Passover
14. nations
15. way

III. GRAMMAR AND DRILL

A. Comparative adjectives. The comparative in some words is made by adding er.

1. Jesus is **angry**, but the chief priest is **angrier**.
2. The price is **high**, but the moneychangers make it **higher**.
3. Charging \$2 is **greedy**, but charging \$10 is **greedier**.

B. Compound Words

1. Compound words are formed by joining two or more words to make a new word.

court + yard = courtyard
short + cut = shortcut
hide + out = hideout
over + turn = overturn

2. To make a compound noun plural, the last part takes the plural form.

businessman businessmen
fisherman fishermen
courtyard courtyards

C. Quick Check

1. Counting American coins



a half dollar
50 cents



a quarter
25 cents



a dime
10 cents



a nickel
5 cents



a penny
1 cent

III. GRAMMAR AND DRILL

- A. For several lessons, the students have been reminded of the comparative forms of the adjectives. Continue to build this skill with the students. Work orally, letting students take turns saying different forms.
- B. Help with compound words. Not all words in English can be made into compounds.

- C. Count coins in class. Bring a pocketful of change and be sure to have a half dollar, a quarter, a dime, a nickel and a penny. Ask students to make change, name the coins and get familiar with the money. Talk about the dollar bill, the five dollar bill, the ten, etc. It is not a good idea to share a lot of money around the class. Stay pretty much with the coins and the idea of making change.

UNIT 3, LESSON 1

2. Coins that equal one dollar

Coins	Value
One half dollar	50 cents
One quarter	25 cents
One dime	10 cents
One nickle	5 cents
Ten pennies	10 cents

100 cents = 1 dollar

IV. PRONUNCIATION

Practice the sound of the **n**.

V. WRITING

Write a story on the chalkboard for the class.

I went to a store, which was having a sale, to buy a dress. I thought the dress I took from the rack was on sale. The sign said "25 percent off." I tried on the dress and decided to buy it. I went to the clerk. She said, "There is a mistake. Did you put the sale sign over the rack of dresses?"

I was very embarrassed. I felt like yelling at her, but I did not. I said, "I did not move the sign. I will not buy the dress if it is not on sale." I left the store very upset.

VI. MEMORY VERSE

Discuss and assign Matthew 5:8. Chorally repeat the verse and the "address" several times in class.

VII. HOMEWORK

- A. Assign students to read the verses in Matthew 21:12-13 and in Luke 19:45-48. It helps the students to be able to read Scripture by themselves.

IV. PRONUNCIATION

n as in **no**.

Initial	Medial	Final	Minimal Pairs
no	anyone	chin	any many tin Tim
not	wants	began	then them nay may
near	turned	pan	knee me son some

V. WRITING

Describe a time when you got angry or upset in a store or when buying something.

VI. MEMORY VERSE

Blessed are the pure in heart: for they shall see God.

Matthew 5:8, KJV

VII. HOMEWORK

A. Read the story.

UNIT 3, LESSON 1

B. Complete the verb chart. Use the pronoun he.

base form	<u>he drives out</u>	<u>he writes</u>	<u>he exploits</u>
past	_____	_____	_____
infinitive	_____	_____	_____
imperative	_____	_____	_____
present question	_____	_____	_____
past question	_____	_____	_____
present continuous	_____	_____	_____
future	_____	_____	_____

C. Circle the prepositional phrases.

“When they arrived in Jerusalem, Jesus went to the Temple. . . . He overturned the tables of the moneychangers and the stools of those who sold pigeons, and he would not let anyone carry anything through the Temple courtyards. . . . My Temple will be called a house of prayer. . . . But you have turned it into a hideout for thieves.”

Mark 11:15-17, GNB

D. Coins of the United States.

- 2 _____ and 1 _____ make a quarter.
- 5 _____ make a nickel.
- 2 _____ make a dime.
- 4 _____ make a dollar.
- A _____ and 2 quarters make a dollar.
- 10 _____ make a dollar.
- 1 _____ and 1 _____ make twenty-six cents.
- 1 _____ and 1 _____ make thirty-five cents.

- B. He drove out He wrote
 To drive out To write
 Drive out! Write!
 Does he drive out? Does he write?
 Did he drive out? Did he write?
 He is driving out He is writing
 He will drive out He will write
- He exploited
 To exploit
 Exploit!
 Does he exploit?
 Did he exploit?
 He is exploiting
 He will exploit

- C. In Jerusalem, to the Temple, of the moneychangers, of those, through the Temple courtyards, of prayer, into a hideout, for thieves.

- D. 1. 2 dimes and a nickel make a quarter.
 2. 5 pennies make a nickel.
 3. 2 nickels make a dime.
 4. 4 quarters make a dollar.
 5. A half dollar and 2 quarters make a dollar.
 6. 10 dimes make a dollar.
 7. 1 quarter and 1 penny make twenty-six cents.
 8. 1 quarter and 1 dime make thirty-five cents.

OBJECTIVES

Communication

Students should be able to:

1. Use auxiliary verbs in speaking.
2. Discuss what a man should do if he has power.

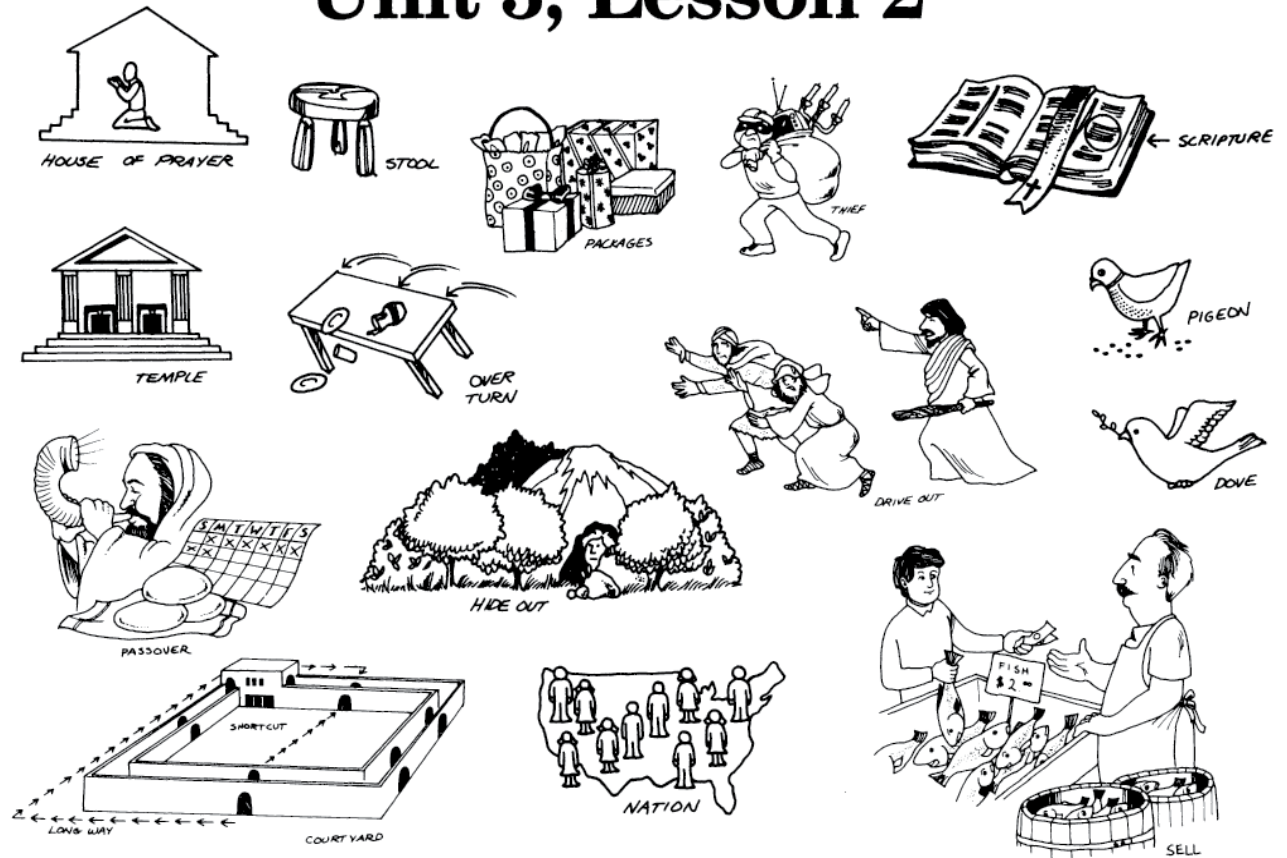
Grammar

Students should be able to understand and use:

1. Mass and count nouns.
2. Quick check: ordinal numbers.
3. Review of present tense.
4. Auxiliary verbs: **should, may, must, could, might, would.**
5. Pronunciation of **th** (voiceless) as in **think**.

Writing

Students should be able to tell about a man in history who used position and power to help others.



- I. Review the Scripture and go over the homework. Answer any questions the students have. This lesson repeats the Scripture from Lesson 1. If necessary, go back to Lesson 1, review the core sentences, the vocabulary and Reading Comprehension Questions. Use the question-and-answer drill to be sure the students understand the story.

- I. When they arrived in Jerusalem, Jesus went to the Temple and began to drive out all those who were buying and selling. He overturned the tables of the moneychangers and the stools of those who sold pigeons, and he would not let anyone carry anything through the Temple courtyards. He then taught the people: "It is written in the Scriptures that God said, 'My Temple will be called a house of prayer for the people of all nations.' But you have turned it into a hideout for thieves!"

The chief priests and the teachers of the Law heard of this, so they began looking for some way to kill Jesus. They were afraid of him, because the whole crowd was amazed at his teaching.

When evening came, Jesus and his disciples left the city.

Mark 11:15-19, GNB

A. Dialogue

- FATHER: Hurry up, son. Don't get lost in the crowd.
- SON: Why is everyone coming to Jerusalem?
- FATHER: It is the time of the Passover. All the people who can come, must come. We must pay our Temple tax and make sacrifices to God.
- SON: How will we do that? We have so little money.
- FATHER: I know. I don't know what to do. If I buy a pigeon outside the courtyard I save money. But the priest will say it is not good enough.
- SON: How much are pigeons in the courtyard?
- FATHER: Ten times as much. And, they will charge me to change the money, too.
- SON: I don't know what we can do. We are so poor.
- FATHER: Yes, those men use the poor selfishly.

B. Reading Comprehension Questions

1. What is the father afraid of?
2. Why is everyone coming to Jerusalem?
3. What do they pay?
4. What do they do for God?
5. What does the father have to buy?
6. How can he save money?
7. What will the priest say?
8. How much do the priests charge for pigeons?
9. What else do they charge for?
10. What do the men do to the poor people?

II. VOCABULARY

Review the vocabulary in Lesson 1 of this unit.

- A. Have two students read the dialogue. Discuss the problem the father and son have with their money. Ask simple questions first. Example: who is talking? (A father and his son.) Where are they? (In Jerusalem, in a crowd of people.) Where are they going? (To the Temple.) When do crowds come to Jerusalem? (During Passover, at the festival times.)

- B. In class, discuss the Reading Comprehension Questions. Explain that people came from many nations for Passover. They had to pay a Temple tax. But their Roman and Greek coins were not accepted. They had to change it for the Jewish coins. The moneychangers charged for changing the money. All men living close to Jerusalem were required to come to the Temple for the festivals, and the priests took advantage of this requirement.

II. VOCABULARY

No new vocabulary has been added in this lesson. Review the words from Lesson 1 as you discuss the story. If there are questions, answer them.

III. GRAMMAR AND DRILL

- A. Review count and mass nouns. Fill in the blanks in the class work exercises. Have the students recite the sentences. Note the pronunciation errors.

1. a. aren't many
b. aren't many
c. isn't much
d. aren't many
e. isn't much

2. a. a few
b. a little
c. a little
d. a few
e. a few

III. GRAMMAR AND DRILL

A. Mass and Count Nouns

Plural count nouns	Mass nouns	Affirmative	Negative
some pigeons	some money	some	(not) any
a lot of pigeons	a lot of money	a lot of	(not) much
many pigeons	much money		(not) many
a few pigeons	a little money		
several pigeons	a great deal of money		

Examples:

There are **some** pigeons near the table.

There **aren't any** pigeons near the table.

I see **a lot of** money.

I don't see **much** money.

1. Complete these sentences with **isn't much** or **aren't many**.

Example:

There **isn't much** water in the lake.

- a. There _____ moneychangers in the Temple today.
- b. There _____ people buying the pigeons outside the Temple.
- c. There _____ a person can do by himself.
- d. There _____ priests who believe in Jesus' message.
- e. There _____ money left on the tables.

2. Complete these sentences with **a few** or **a little**.

Example:

John had only **a little** money left.

- a. The courtyard had _____ people in it.
- b. The woman had only _____ money.
- c. When Jesus fed 5,000, he had only _____ food.
- d. The boy had _____ fish.
- e. Jesus rebuked Peter _____ times.

3. Change the following from positive to negative sentences.

Example:

There's some butter in the refrigerator.

There isn't any butter in the refrigerator.

- There's some money on the floor of the Temple. _____
- There are some pigeons out of their cages. _____
- There are some angry priests. _____
- There are some surprised businessmen. _____
- There are some people using the Temple for a shortcut. _____

4. Change the following sentences from positive to negative using **much** or **many**.

- There are a lot of moneychangers here. _____
- There are a lot of pigeons flying around. _____
- There is a lot of money on the floor. _____
- There is a lot of food being sold. _____
- There are a lot of people without respect for the Temple of God. _____

B. Numbers

Cardinal numbers are those used to show amounts, as 1, 2, 3, or one, two, three.

Ordinal numbers are those showing place, as 1st, 2nd, or first, second.

Cardinal		Ordinal		Cardinal		Ordinal	
one	1	first	1st	eight	8	eighth	8th
two	2	second	2nd	nine	9	ninth	9th
three	3	third	3rd	ten	10	tenth	10th
four	4	fourth	4th	eleven	11	eleventh	11th
five	5	fifth	5th	twelve	12	twelfth	12th
six	6	sixth	6th	thirteen	13	thirteenth	13th
seven	7	seventh	7th	fourteen	14	fourteenth	14th
				fifteen	15	fifteenth	15th

Example:

This is not the **first** time Jesus went to the Temple.

He is overturning the **twelfth** table.

The **seventh** priest is looking for help.

This is the **fourth** time he has taught today.

Who wants to be **first**? **Second**?

- isn't any
 - aren't any
 - aren't any
 - aren't any
 - aren't any
- aren't many moneychangers
 - aren't many pigeons
 - isn't much money
 - isn't much food
 - aren't many people

B. Students need to give both the cardinal and ordinal numbers. The cardinal number gives an amount such as 1, 2, 3. The ordinal number gives a place such as first, second, third. Read the numbers. Counting in the target language takes much practice. Review these numbers for several lessons.

UNIT 3, LESSON 2

C. Review the months of the year until your students become proficient.

D. Review the present tense. The students should be very familiar with this now. Have them read the review in class. For each example have students write the practice as instructed in 1. and 2. Then have them read the sentences orally.

C. Review months of the year.

- | | |
|----------------------------|----------------------------------|
| 1. When is Passover? | It is usually in March or April. |
| 2. When is Christmas? | _____ |
| 3. When is New Year's Day? | _____ |
| 4. When is Easter? | _____ |
| 5. When is your birthday? | _____ |

D. Review Present Tense.

1. The present tense is used when talking about an action that you do routinely or as a habit. Use the base or infinitive form, except in the third person singular. There add **s** or **es**.

I go	we go
you go	you go
he goes	they go

Examples:

I **go** home at 5 o'clock.

He **eats** breakfast at home.

Make sentences in the present tense, using **arrive, go, teach** and **turn**.

Form questions with **do** or **does**, *always* using the base form.

Do I go?	Do we go?
Do you go?	Do you go?
Does he go?	Do they go?

Examples:

Do I go home at 5 o'clock?

Does he eat breakfast at home?

Make questions in the present tense, using **call, write, sell** and **look**.

Negatives are formed by placing **don't** or **doesn't** before the base form of the verb. *Never* add an ending to the base form of the verb when using **do, does, don't** or **doesn't**.

I don't go.	We don't go.
You don't go.	You don't go.
He doesn't go.	They don't go.

Examples:

I **don't go** home at 5 o'clock.

He **doesn't eat** breakfast at home.

Make negative statements in the present tense, using **hear, carry** and **begin**.

2. Underline the present tense verb. Change the sentences into questions, then change into negative statements.

Example:

Jesus goes to the Temple.

Does Jesus go to the Temple?

Jesus doesn't go to the Temple.

- a. The chief priests are angry at Jesus.

- b. Jesus teaches the crowds about a house of prayer.

- c. The crowd is amazed at his teaching.

- d. They use the poor people selfishly.

2. a. are
Are the chief priests angry?
The chief priests aren't angry.
- b. teaches
Does Jesus teach the crowd about a house of prayer?
Jesus doesn't teach the crowd about a house of prayer.
- c. is
Is the crowd amazed?
The crowd isn't amazed.
- d. use
Do they use the poor people selfishly?
They don't use the poor people selfishly.

E. The auxiliary words have been used continually in the reading and discussion of the Scriptures. Help the students feel comfortable with these by beginning with a review of **to be**, **can** and **must**. Teach the new verbs. They can change the sentences to questions or to negatives. This pattern of verbs should be a habit by now, but it always helps to reinforce it.

E. Auxiliary Verbs

A verb used to help form other verbs is an auxiliary verb. A group of words used as a verb is called a verb phrase. Auxiliary verbs already studied and used are:

Auxiliary verbs from **to be**

am	was
is	were
are	

Other auxiliary verbs

do	will
does	can
did	must

The auxiliary verb usually comes first in the verb phrase, and it may be separated from the verb by other words.

Examples:

Do the chief priests **make** money?
He **must not be** late.

The following are auxiliary verbs not studied before.

1. **should**—ought to, will have to.
 - a. Priests **should pray** and **teach**, not make profits.
 - b. He **should go** to church.
 - c. They **should not overcharge** the people.
2. **may**—to be permitted or allowed.
 - a. He **may go** if he finishes his English homework.
 - b. **May I go** to the movies?
 - c. He **may not have** enough money.
3. **must**—to be forced to.
 - a. We **must pay** the Temple tax.
 - b. They **must stop** Jesus.
 - c. Jesus **must teach** God's message.
4. **could**—was able to, might be able to.
 - a. **Could** the chief priests really **kill** Jesus?
 - b. I wonder if I **could help** my sister?
 - c. If I **could get** the money, then I **could pay** the tax.

5. **might**—be possible that it will.

- a. There **might be** a storm tonight, but I doubt it.
- b. I **might come** tomorrow, but I'm not sure.
- c. The package **might not come** in time.

6. **would**—past tense of will.

- a. He said he **would die**, and he did.
- b. I said I **would come**.
- c. The children **would play** for hours.

F. Exercises with Auxiliary Verbs

1. Change the verbs to phrases using **can** in these sentences. Underline the verb phrases.

Example:

The people **filled** the courtyard.

The people **can fill** the courtyard.

a. The priests **divided** the Temple tax.

b. Jesus **stopped** the businessmen.

c. He **overturned** the tables of the money changers.

2. Change these sentences, using the auxiliary word **should**.

Example:

The priests **controlled** their anger.

The priests **should control** their anger.

a. Jesus **scattered** the moneychangers.

b. The crowds **came** to the Temple.

c. Jesus **drove out** the money changers.

F. The exercises are for students to change the past tense verbs to the auxiliary verb phrases.

1. a. can divide
- b. can stop
- c. can overturn

2. a. should scatter
- b. should come
- c. should drive out

UNIT 3. LESSON 2

3. a. may turn over
b. may wonder
c. may leave

3. Change these sentences, using the auxiliary verb **may**.

Example:

They **bought** a pigeon outside the Temple.

They **may buy** a pigeon outside the Temple.

- a. Jesus **is turning over** the stools and tables.

- b. The moneychangers **wonder** about Jesus.

- c. Jesus **left** the Temple.

4. a. must go
b. must turn
c. must destroy

4. Change these sentences, using the auxiliary verb **must**.

- a. Jesus **went** to rest.

- b. Jesus **turned** around.

- c. He **destroyed** the marketplace in the Temple.

5. a. could say
b. could reject
c. could stretch

5. Change these sentences, using the auxiliary verb **could**.

Example:

The Pharisees **listened** to Jesus.

The Pharisees **could listen** to Jesus.

- a. Jesus **said** he would rise on the third day.

- b. Jesus **rejected** the religious leader's view of God.

- c. The paralyzed man **stretched** out his hand.

UNIT 3, LESSON 2

6. Change these sentences, using the auxiliary verb **would**.

Example:

Jesus **fed** 5,000 people.

Jesus **would feed** 5,000 people.

a. Jesus **broke** the Sabbath law. He **did not break** God's Laws.

b. Jesus **healed** many people.

c. The moneychangers **collected** extra money.

IV. PRONUNCIATION

th voiceless as in **think**.

Initial	Medial	Final	Phrases
think thank thieves	anything nothing birthday	both bath math	We thank God. Think of something. Thieves took everything.

IV. WRITING

Some men in history have used power to help people. In politics, poor men have been elected to an office. They used the power of the office to help others. Write about someone who used a position and power to help others.

V. MEMORY VERSE

"For it is by God's grace that you have been saved through faith. It is not the result of your own efforts, but God's gift, so that no one can boast about it."

Ephesians 2:8-9, GNB

- would break, would not break
- would heal
- would collect

IV. PRONUNCIATION

The **th** sound is difficult for many internationals. This sound is voiceless. Many learners substitute **s**, **z** or **d** when trying to say the voiceless **th** sound. Hold a sheet of paper in front of your mouth as you make the sound to demonstrate that they should be blowing air to make the sound correctly. Have them bring the tips of their tongues up to the bottom of the top teeth and blow. Be careful they do not stick out their tongues. It is embarrassing to them. Work on this sound consistently.

V. WRITING

Write a paragraph on the chalkboard as a model. Ask the students to use it as a pattern if they need to do so.

Abraham Lincoln, the sixteenth President of the United States, was born in a log cabin in Kentucky. He grew up in a poor farm family. He had little schooling, but he loved to read. He often walked miles to borrow a book.

When his family moved to Indiana, Lincoln went out on his own. He worked at many different jobs. In his spare time, he studied law.

Lincoln felt slavery was wrong and fought to do away with it. When he was president, the country was in a civil war. He was killed, but slavery came to an end. Lincoln did not use his power to get rich but to free people who were slaves.

VI. MEMORY VERSE

Discuss and assign Ephesians 2:8-9.

UNIT 3, LESSON 2

VI. HOMEWORK

- A. Help students learn to write their own questions.
- B. Choose the nouns from the vocabulary.
- C. Give the student practice counting orally. Then have them write in sequence.

Answers:
second, third, fifth,
seventh, eighth, tenth

- D. Do we overturn?
We don't overturn
We overturned
We can overturn
We should overturn

Do we get even?
We don't get even
We got even
We can get even
We should get even

Do we scatter?
We don't scatter
We scattered
We can scatter
We should scatter

VI. HOMEWORK

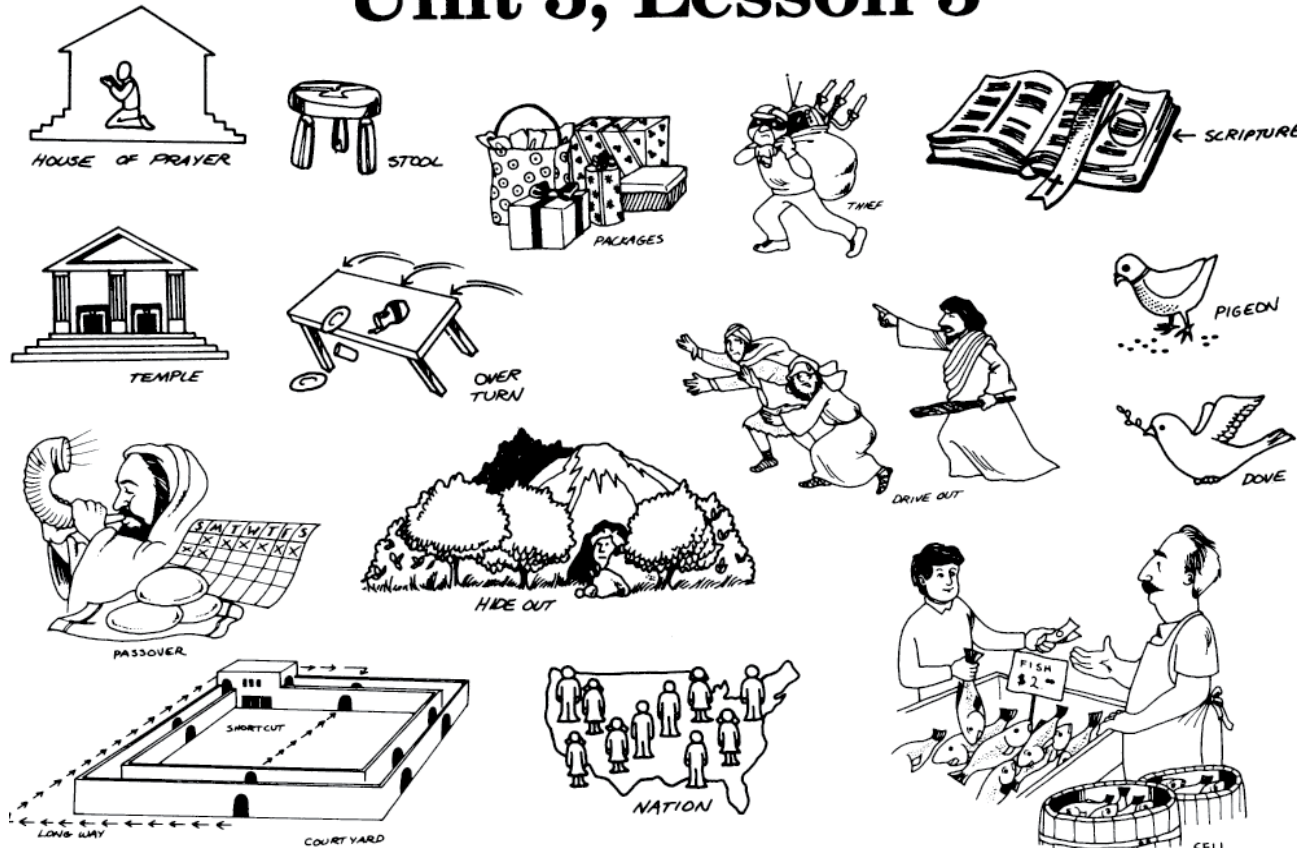
- A. Write four questions about the Scripture passage.
- B. Write four count nouns and four mass nouns.
- C. Fill in the blanks with the correct numbers.

First, _____, _____, Fourth, _____,
Sixth, _____, _____, Ninth, _____.

- D. Fill in the chart with the correct verb forms, using the pronoun we.

base form	We overturn.	We get even.	We scatter.
present	_____	_____	_____
present question	_____	_____	_____
present negative	_____	_____	_____
past	_____	_____	_____
can	_____	_____	_____
should	_____	_____	_____

Unit 3, Lesson 3



OBJECTIVES

Communication

Students should be able to describe a favorite shortcut.

Grammar

Students should be able to understand and use:

1. Prepositions and prepositional phrases.
2. Review of the past tense.
3. Pronunciation of **th** voiced as in **they**.

Writing

Students should be able to tell when a shortcut didn't work for them. Sometimes a shortcut is not really a time-saver.

- I. When they arrived in Jerusalem, Jesus went to the Temple and began to drive out all those who were buying and selling. He overturned the tables of the moneychangers and the stools of those who sold pigeons, and he would not let anyone carry anything through the Temple courtyards. He then taught the people: "It is written in the Scriptures that God said, 'My Temple will be called a house of prayer for the people of all nations.' But you have turned it into a hideout for thieves!"

The chief priests and the teachers of the Law heard of this, so they began looking for some way to kill Jesus. They were afraid of him, because the whole crowd was amazed at his teaching.

When evening came, Jesus and his disciples left the city.

Mark 11:15-19, GNB

- I. Review the Scripture and go over the homework. Chorally recite the memory verse from Lesson 2. Use the review to note pronunciation. Be sure students are speaking in the proper rhythm. Make a note of sounds which are incorrect. Give special practice on difficult sounds during pronunciation drills. Word order should be corrected immediately.

Read the Scripture. Have the students read with you. Ask individuals to read. If it has been planned, have the students act out this story. This is a good action scene and explains a great deal when done visually. Review with questions and answers that the students ask one another. Remember to have the students do as much of the speaking as possible. Avoid teacher talk time.

UNIT 3, LESSON 3

A. Have students read the dialogue. Why does Tom have no respect for the priests and the Temple? How do “actions speak louder than words” in this story? Discuss the dialogue.

B. Ask and answer simple questions before going over the Reading Comprehension Questions in class.

II. VOCABULARY

Much of the vocabulary should have been discussed and acted out in the first part of this lesson. Answer any questions the students have about the words.

A. Dialogue

- BOB: Hey, Tom. Stop! Where are you going? I must go home, not to the courtyard.
- TOM: We are going home. This is a shortcut. If we cut through the Temple courtyard, we can get home much quicker.
- BOB: But the Temple is the house of God. We should have respect for a church or a Temple.
- TOM: Who cares? The leaders are so busy buying, selling and cheating the crowds that no one will notice us. Lots of workmen cut through the Temple courtyard every day.
- BOB: No. I respect and love the Temple of God. I'll walk around. I will do what I know is right, even if it is not easy.

B. Reading Comprehension Questions

1. What is a shortcut?
2. Who stopped people in the Scripture passage? Who stopped people in the dialogue?
3. What should happen in a Temple?
4. Why was Jesus angry?
5. How can we show respect for God?
6. How can we show disrespect?

II. VOCABULARY

Nouns	Verbs	Opposites
respect shortcut workmen	to cut through to respect	around through respect disrespect right wrong

A. Action Verbs

1. **to cut through**—to go straight across.
 - a. The man with the packages **cuts through** the courtyard.
 - b. **Did** Peter **cut through** the Temple?
 - c. I **won't cut through** God's house.

2. **to respect, respected**—to feel or show honor; care for.

- John **respects** God's holy place.
- Did** the moneychangers **respect** the Temple?
- Thieves **won't respect** an honest person.

B. Nouns

1. **respect**—care, honor.

2. **shortcut**—a less distant or quicker way between two places.

3. **workman**—a man who works with his hands or machines.

Fill in the blanks with the correct noun.

- Sometimes a _____ is really the long way around.
- As he does his job, a _____ makes money.
- A good man has often earned the _____ of others.



III. GRAMMAR AND DRILL

A. Prepositions

Generally **around** and **through** are prepositions.

He walked **around** the house.

He slept **through** the ball game.

He cut **through** the Temple.

A prepositional phrase can modify a noun or a verb.

The money lay **on the floor**.

On the floor modifies the verb **lay** because it tells where (or the place).

He overturned the tables **of the moneychangers**.

Here **of the moneychangers** modifies the noun **tables** and is used as an adjective.

III. GRAMMAR AND DRILL

- Prepositions have been taught throughout the text. This lesson sums up the uses of the preposition and gives a list of the prepositions. Most students should be able to say the prepositional phrase as a sound unit and to understand its grammatical use in the sentence. Have the students read a phrase as a sound unit. Then have them read the sentence.

UNIT 3, LESSON 3

Common prepositions used so far in this book are:

about	before	in front of	out (of)
above	behind	in order to	outside
after	below	inside	over
ahead (of)	beside	instead of	through
all	by	into	to
along	down	like	under
among	for	of	up
around	from	off	with
as	in	on	
at	in back of	only	

Answers:

1. about Jerusalem
2. above his head, of the Temple
3. ahead of Jesus
4. to people, among the crowds
5. behind Jesus
6. from the shore
7. through the courtyard
8. outside the marketplace
9. into a hideout, for thieves
10. on a plan, for killing Jesus

Circle the prepositional phrases.

1. Jesus walked about Jerusalem.
2. He looked above his head and saw the roof of the Temple.
3. The disciples walked ahead of Jesus.
4. Jesus talked to people among the crowds.
5. The Pharisees stood behind Jesus.
6. Peter and Andrew took the boat away from the shore.
7. Don't take a shortcut through the courtyard.
8. The chief priests walked outside the marketplace.
9. You turned the Temple into a hideout for thieves.
10. They decided on a plan for killing Jesus.

- B. In the previous lesson, the present tense was reviewed. Now review the past tense. Write on the chalkboard a list of verbs the student has studied and have the class practice statements, questions and negatives.

B. Review of the past tense. It presents action that happened in the past.

Past tense:

I overturned.	We overturned.
You overturned.	You overturned.
He overturned.	They overturned.

Past tense question:

Did I overturn?	Did we overturn?
Did you overturn?	Did you overturn?
Did he overturn?	Did they overturn?

Past tense negative:

I didn't overturn.	We didn't overturn.
You didn't overturn.	You didn't overturn.
He didn't overturn.	They didn't overturn.

Irregular past tense verbs must be memorized.

I drove out.	I wrote.
Did I drive out?	Did I write?
I didn't drive out.	I didn't write.

IV. PRONUNCIATION

th voiced as in **they**.

Initial	Medial	Final	Minimal Pairs	
they	whether	breathe	they	day
this	father	tithe	then	den
the	brother	smoothe	lather	ladder
these	mother	bathe	this	sis
			these	seas
			those	doze
			though	dough
			bather	bath
			soothe	sued
			them	dim
			thus	dust
			father	fodder
			than	Dan
			that	pat

V. WRITING

Sometimes a shortcut is a mistake. Tell about a shortcut that didn't work for you.

VI. SEQUENCE

Tell the story in your own words.

VII. ADAPTATION

Answer the questions in your own words.

1. Tell about going to a special place and being disappointed.
2. Describe ways people show disrespect for churches.
3. Give an example of something good being made bad.
4. Have you ever felt ashamed of something or someone when you should have felt happy and proud?

VIII. MEMORY VERSE

"But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you."

Matthew 5:44, KJV

IV. PRONUNCIATION

The voiced **th** sound is very difficult for many international students. It takes time and practice for students to make this sound correctly. The minimal pair contrasts should help the student hear the difference.

V. WRITING

Write a paragraph on the chalkboard for the students. Talk about getting lost while trying to take a shortcut.

One night my father was driving home from another city. He was hurrying because my brother was at home very ill. He decided to take a shortcut through the country. It was very dark and he was driving too fast. He missed a turn and soon found himself lost.

My father had enough gas to go directly home, but not enough to ride around the country. Soon the car stopped. Now he had to find his way by walking. He didn't arrive home until the next morning. His shortcut was not very short.

VI. SEQUENCE

This part of the teaching hour should be dominated by student conversation in the target language. Have each student tell all or a part of the story. If the student is searching for a word or a correct verb, tell him the word he needs to use. You must correct sparingly or you will stop the flow of speech.

VII. ADAPTATION

A class discussion would make matters very interesting and help the student speak English without being so conscious of the effort. If there are more appropriate "conversation starters" feel free to use them. Encourage the students to use the words from this lesson.

VIII. MEMORY VERSE

Explain Matthew 5:44, and have the class chorally repeat the verse and the Scripture reference. Be sure to make the verses important to the class, so the students will take this Bible memory tool seriously.

Unit 3, Practice Exercises

I. All exercises should be practiced orally with students having opportunity to hear and say the sentences in each exercise.

A. Rules for using a comma

- B. 1. Annas, Jesus is overturning our tables.
 2. Jesus said, "It is a hideout for thieves."
 3. "Pick up the stools," the chief priests yelled.
 4. They exchanged copper, silver and gold coins in the Temple.

- C. 1. first 5. third
 2. fourth 6. ninth
 3. seventh 7. second
 4. eleventh 8. twelfth

I. EXERCISES

A. Rules for using a comma:

1. After a noun of direct address.

Get away from me, Satan.
 Jesus, come talk to these men.

2. Before a direct quotation.

He said, "Your thoughts don't come from God."
 He taught the people, "It is written . . ."

3. To separate words, or groups of words, arranged in a series.

The seller yelled, "I have pigeons, lambs and goats here."
 Jesus walked with Peter, Levi, Andrew and John.

B. Punctuate the following sentences.

1. Annas Jesus is overturning our tables.
 2. Jesus said "It is a hideout for thieves."
 3. "Pick up the stools" the chief priests yelled.
 4. They exchanged copper silver and gold coins in the temple.

C. Write the correct numbers.

Example:

five	_____	fifth	_____
six	_____	sixth	_____

- | | | | |
|-----------|-------|-----------|-------|
| 1. one | _____ | 5. three | _____ |
| 2. four | _____ | 6. nine | _____ |
| 3. seven | _____ | 7. two | _____ |
| 4. eleven | _____ | 8. twelve | _____ |

UNIT 3, PRACTICE EXERCISES

D. Change the following sentences to future tense using going to.

1. Jesus **drove out** the moneychangers.

2. Jesus **went** to Jerusalem.

3. **Did** the high priests **get** angry?

4. **Did** the moneychangers **lose** money today?

5. Jesus **didn't stop** teaching about God's love.

E. Make the following compound nouns plural.

1. courtyard _____

2. businessman _____

3. hideout _____

4. shortcut _____

5. afternoon _____

6. outcast _____

F. Change these adjectives to the comparative form.

Example:

happy happier

1. greedy _____

2. clear _____

3. holy _____

4. high _____

5. rocky _____

6. late _____

7. smooth _____

8. old _____

9. angry _____

10. small _____

- D. 1. Jesus is going to drive out the money-changers.
 2. Jesus is going to go to Jerusalem.
 3. Are the high priests going to get angry?
 4. Are the moneychangers going to lose money today?
 5. Jesus isn't going to stop teaching about God's love.

- E. 1. courtyards 4. shortcuts
 2. businessmen 5. afternoons
 3. hideouts 6. outcasts

- F. 1. greedier 6. later
 2. clearer 7. smoother
 3. holier 8. older
 4. higher 9. angrier
 5. rockier 10. smaller

UNIT 3, PRACTICE EXERCISES

- G. 1. more godless than
2. more tired than
3. more ashamed than
4. more shallow than
5. more beautiful than
6. more perfect than
7. more stubborn than
8. more flexible than
9. more respectable than
10. more taxable than

- H. 1. in
2. about
3. of
4. for
5. through
6. around
7. into
8. for
9. before
10. among

G. **Change these adjectives to the comparative form. Use more . . . than.**

Example:

wicked more wicked than

1. godless _____
2. tired _____
3. ashamed _____
4. shallow _____
5. beautiful _____
6. perfect _____
7. stubborn _____
8. flexible _____
9. respectable _____
10. taxable _____

H. **Complete the following sentences using correct prepositions: through, among, in, for, about, around, of, into, before. Some are used twice.**

1. Jesus and the disciples arrived _____ Jerusalem.
2. He taught the people _____ the Scriptures.
3. He overturned the tables _____ the moneychangers.
4. The Temple should be a place _____ prayer.
5. Don't take a shortcut _____ the church.
6. Walk _____ the Temple.
7. You turned the house of God _____ a hideout for thieves.
8. They looked _____ a way to kill Jesus.
9. Jesus stood _____ the people and taught.
10. Jesus walked _____ the crowd in the house of God.

UNIT 3, PRACTICE EXERCISES

I. Change these sentences to the future tense. Add the word tomorrow.

Example:

Jesus **arrived** in Jerusalem.

Jesus **will arrive** in Jerusalem tomorrow.

1. The priests **heard** of this.

2. They **began** looking for Jesus.

3. They **found** a way to kill him.

4. He **taught** today.

5. I **read** the Scriptures.

J. Change the meaning of these sentences by adding the auxiliary verb should.

1. The priests **pray** in the Temple.

2. He **ran** about the courtyard turning over tables.

3. He **cleaned** the Temple.

- I. 1. The priests will hear about this tomorrow.
2. They will begin looking for Jesus tomorrow.
3. Tomorrow they will find a way to kill him.
4. He will teach tomorrow.
5. Tomorrow I will read the Scriptures.

- J. 1. The priests should pray in the Temple.
2. He should run around the courtyard turning over tables.
3. He should clean the Temple.

UNIT 3, PRACTICE EXERCISES

- K. 1. They might make money in the Temple.
2. The elders might exploit the worshippers.
3. The doctor might help a man.

- L. Help the students understand the meanings of the auxiliary verbs. Have students read the sentences aloud and tell why they chose the word they used.

- K. **Change the meaning of these sentences by adding the auxiliary verb might.**

Example:

The priest **helped** Jesus.

The priest **might help** Jesus.

1. They **make** money in the Temple.

2. The elders **exploit** the worshippers.

3. The doctor **helped** a man.

- L. **Use the most appropriate auxiliary verb.**

Example:

If you mailed the letter, it **should** be here. (should/might)

1. If the priests taught the Scriptures, then the people _____ obey God. (might/could)
2. If you use religion to make money, you _____ be punished. (should/might/must)
3. If the disciples fear for their lives, then they _____ run away. (must/might/could)
4. If Jesus obeys God, then he _____ die for our sins. (must/should)
5. If the priests cannot stop Jesus, then they _____ kill him. (might/must)
6. If the Temple becomes a market, then it _____ be cleaned up. (must/should)
7. If I _____ help, I _____. (could/would)
8. If the priests follow God, then they _____ listen to God's Word. (should/would)
9. If Jesus obeyed the priests, they _____ let him live. (might/would)
10. If the priests loved God, they _____ send the moneychangers away. (should/would)

UNIT 3, PRACTICE EXERCISES

II. VOCABULARY

Nouns	Verbs	Adjectives	Opposites
burden courtyard festival hideout nations packages passover pigeons respect sacrifice Scriptures shortcut stool Temple thieves way workmen	to cut through, cut through to drive out, drove out to get even, got even to overturn, overturned to respect, respected to write, wrote, written	angry angrier high higher greedy greedier	around through respect .. disrespect right wrong

III. A DEEPER LOOK

1. How can people use religion to get rich?
2. Why did the people have to get their money changed in order to pay the Temple tax?
3. How did the priests make a profit on moneychanging?
4. Jesus told of his death. Why did he anger the Pharisees, elders and chief priests by driving the "thieves" out of the Temple?
5. How do people show respect for God today?
6. God's house is for people of all nations. How can all people become brothers under God?
7. How can you pattern your life after Christ?

II. VOCABULARY

The new vocabulary from this unit. For reference or review.

III. A DEEPER LOOK

Let the students answer these questions if they can.

OBJECTIVES

Communication

Students should be able to use the comparative and superlative adjectives; to talk about people who show love to others.

Grammar

Students should be able to understand and use:

1. Comparative and superlative of adjectives.
2. Spelling rules of adjectives.
3. Pronunciation of **q /kw/** as in **question**.

Writing

Students should be able to write sentences about love.



- I. Unit 4 continues with the events of the week before Passover. Talk about the week as it builds toward the crucifixion and resurrection. It is important that the students see these events as part of the overall story. The reading, grammar and writing presentations fit together into the story of Jesus.

Use the **who, what, where, when** and **why** questions to establish a picture of what is going on in Jerusalem at the time of Jesus' death. Because there are so many threads to the story, use the question-and-answer drills to reinforce what the students have studied.

By this time, the students should be fairly articulate. They should be at the high beginner or low intermediate level, and should have learned much. They may be able to read much of the *Good News Bible* for themselves. Begin to assign the Scriptures they can read, especially the parallel readings of the same stories in the other Gospels.

- I. A teacher of the Law was there who heard the discussion. He saw that Jesus had given the Sadducees a good answer, so he came to him with a question: "Which commandment is the most important of all?"

Jesus replied, "The most important one is this: 'Listen, Israel! The Lord our God is the only Lord. Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.' The second most important commandment is this: 'Love your neighbor as you love yourself.' There is no other commandment more important than these two."

The teacher of the Law said to Jesus, "Well done, Teacher! It is true, as you say, that only the Lord is God and that there is no other God but he. And man must love God with all his heart and with all his mind and with all his strength; and he must love his neighbor as he loves himself. It is more important to obey these two commandments than to offer on the altar animals and other sacrifices to God."

Jesus noticed how wise his answer was, and so he told him, "You are not far from the Kingdom of God."

After this nobody dared to ask Jesus any more questions.

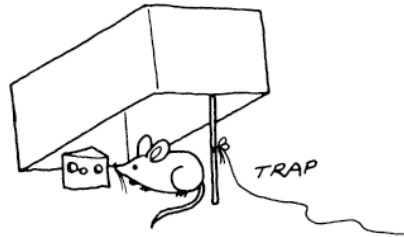
Mark 12:28-34, GNB

A. Dialogue

- PETER: I want to stand near Jesus to hear his answers.
- ANDREW: So do I. The Pharisees, teachers of the Law, and priests are asking him questions.
- PETER: They are trying to trap Jesus. They want him to say something that they think is against God so they can have him killed.
- ANDREW: Jesus will not be trapped. He is wise and obedient to God.
- PETER: Yes. Some of the religious leaders believe in Jesus. They have helped us. The others just want to keep their power.
- ANDREW: The crowds at the Passover are large. They have enjoyed watching the elders question Jesus.

B. Core Sentences

1. A teacher listened as they asked Jesus questions.
2. Jesus gave good answers.
3. The teacher of the Law asked Jesus a question.
4. Which commandment is the most important?
5. Jesus answered.
6. The Lord, our God, is the only Lord.
7. Love the Lord, your God.
8. Love him with all your heart.
9. Love him with all your soul.
10. Love him with all your mind.
11. Love him with all your strength.
12. The second most important commandment is this:
13. Love your neighbor as yourself.
14. The teacher agreed.
15. We are to love God and our neighbor.
16. This is more important than to offer sacrifices to God.
17. Jesus saw the teacher was wise.
18. Jesus told him he was not far from God.
19. No one asked any more questions.



Review the memory verses. Use the Scripture references, and check the students' memory and comprehension of the passages.

Begin the class by reading the Scripture, having the students read with you, and asking students to read alone. It will help to ask the students to find the Scripture in their Bibles. If necessary, tell them the page numbers and let them mark their Bibles. Begin to build to the point where the Bible becomes an integral part of the class lesson, and then an important part of the students' home study.

Use the question-and-answer drill to decipher the Scripture meanings. Have the students do much of the oral work, and explain the passage to one another. Unit 4 is a theological discussion, rather than an action story. Help the students understand the importance of this Scripture in their lives. Help them to see that their first priority is God, and their second priority has to do with "earthly things."

- A. Bring a mousetrap or another kind of trap to class. Help the students understand that Jesus was aware that the religious leaders were trying to trap him so the people would turn against him. Let the students read the dialogue and discuss it. Use the question-and-answer drill to be sure the students understand what they are reading. They may know many words, but often they do not know the meaning of words used in new ways. Help them to understand. Do not take for granted that they know the meaning of what they have just read.
- B. Read the core sentences. Then have the students read them. Use them as a pronunciation lesson and help the students with intonation, stress and voice quality. Use backward buildup and chorally repeat as much as necessary.

UNIT 4, LESSON 1

C. Continue the discussion of the Scripture passage. Read the Reading Comprehension Questions in class and help the students answer them. Give oral practice.

C. Reading Comprehension Questions

1. Who asked questions of Jesus?
2. Who gave good answers?
3. Why did the Sadducees ask so many questions?
4. Why did the Sadducees try to trap Jesus?
5. What is the most important commandment?
6. What is the second most important commandment?
7. Who is your neighbor?
8. Did the wise teacher of the Law love God? How do you know?
9. Why did they stop trying to trap Jesus with questions?

II. VOCABULARY

Nouns	Verbs	Adjectives	Adverbs
altar commandment discussion heart Israel kingdom mind neighbor sacrifice Sadducees soul strength wisdom	to command, commanded to discuss, discussed to notice, noticed to reply, replied to trap, trapped	only true wise	far most
Question Word	Opposites	Preposition	
which	true false wise stupid far near	near	

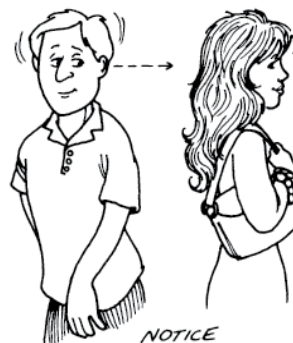
A. Action Verbs

1. **to command, commanded**—to give an order to; to direct.
 - a. The general **commands** his army.
 - b. God **commanded** people to love one another.
 - c. God **will command** my life and give me joy.
 - d. The Bible **has commanded** that we love God.

2. **to discuss, discussed**—to talk over from many points of view.
 - a. We **discuss** the news at our house.
 - b. Jesus **discussed** his death with the disciples.
 - c. We **will discuss** the love of God in today's lesson.
 - d. We **have discussed** Jesus in this book.

3. **to notice, noticed**—to give attention to; to see; to observe.
 - a. The Pharisees **notice** Jesus in the Temple.
 - b. Jesus **noticed** how wise the man was.
 - c. Jesus **will notice** the sick man.
 - d. Peter **has noticed** the priests and elders near Jesus.

4. **to reply, replied**—to answer by words or actions.
 - a. Jesus **replies** to all the questions.
 - b. The Sadducees **replied** with silence.
 - c. God **will reply** to our prayers.
 - d. We **have replied** to the man's letter.



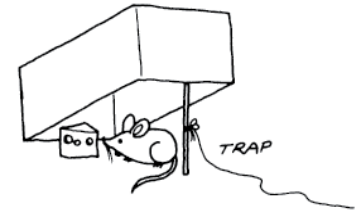
II. VOCABULARY

- A. Teach the action verbs. Most of these can be discussed and understood from the sense of the sentences. Continue to use the pictures as they are needed. A picture is an instant cross-language teacher.

UNIT 4, LESSON 1

5. **to trap, trapped**—to trick someone into saying or doing something.

- God **does not trap** people.
- The Pharisees often **trapped** people, but not Jesus.
- They think they **will trap** the mouse.
- Have** the Sadducees **trapped** Jesus with their questions?



B. Teach the word **which**. Give the class two choices, and then ask them which one they want. The word often is used to ask people to make a choice.

B. **Question Words. Which** is used in questions asking about persons and things. Often a choice is made.

Which commandment is the most important?

Which lesson do we study today?

Which person has my book?

Which apple do you want?

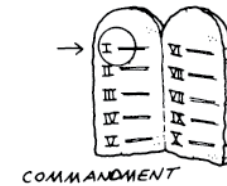
C. Teach the nouns. Help the students understand words like **heart, soul** and **mind**. The Scripture really means every part of a person's being, but the students will need to understand these separate words.

C. **Nouns**

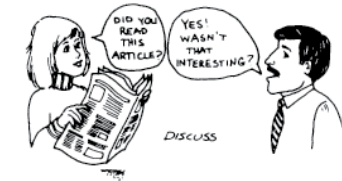
1. **altar**—a table or stand used in religious worship in a church or a temple.



2. **commandment**—one of the 10 Laws God gave Moses as recorded in the Bible in Exodus 20:2-17; any law or order.

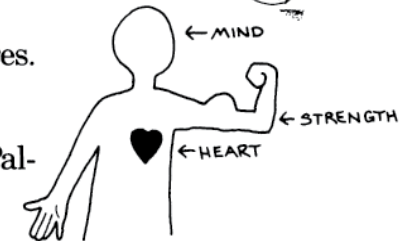


3. **discussion**—a talk using many points of view.

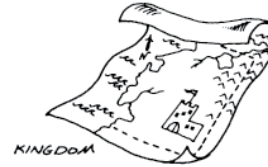


4. **heart**—the part that feels, loves, hates and desires.

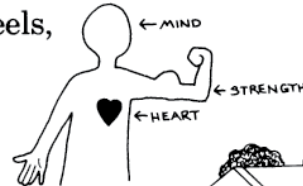
5. **Israel**—ancient Jewish kingdom in northern Palestine.



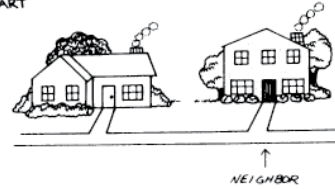
6. **kingdom**—a country governed by a king; a realm or domain; kingdom of God.



7. **mind**—the part of a person that thinks, feels, wishes and chooses.



8. **neighbor**—a person who lives near or next to another.



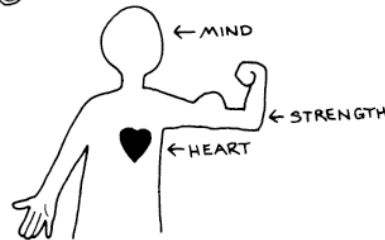
9. **sacrifice**—the animal offering to God for sin or thanksgiving; giving up one thing for another.



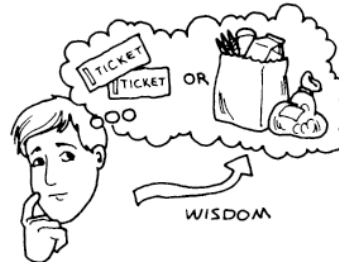
10. **Sadducees**—Jewish religious group.



11. **soul**—the spiritual part of a person as distinct from the physical.



12. **strength**—the condition of being strong; power, force, vigor, energy.



13. **wisdom**—knowledge and good judgement based on experience.

UNIT 4, LESSON 1

- D. 1. wisdom
2. sacrifice
3. altar
4. heart, soul, mind, strength
5. mind
6. soul
7. heart
8. neighbor
9. commandments
10. discussion
11. Sadducees
12. kingdom

D. Fill in the blanks using one of the nouns in C.

1. A person with knowledge knows the answers, but a person with _____ knows how to use facts.
2. Many old religions used to _____ animals to God.
3. Put your gifts on the _____ to God.
4. Love the Lord your God with all your _____, with all your _____, with all your _____, with and all your _____.
Mark 12:30, GNB
5. My _____ is filled with thoughts of God.
6. Praise the Lord, my _____! All my being, praise his holy name!
Psalm 103:1, GNB
7. I do not feel in my _____ that is right.
8. He is my friend and my _____.
9. Jesus said to obey the _____.
10. Peter and Andrew listened to the _____ between Jesus and the teachers of the Law.
11. Pharisees and _____ are two Jewish religious groups.
12. Jesus said the _____ of God is near.

III. GRAMMAR AND DRILL

In comparing objects with each other, English uses three different forms of the same adjective.

A. Spelling Rules

1. Adjectives ending in a silent **e** usually drop the **e** and add **er** or **est**.

Positive	Comparative	Superlative
wise	wiser	wisest
pure	purer	purest

2. Adjectives ending in **y** usually change the **y** to **i** and add **er** or **est**.

Positive	Comparative	Superlative
happy	happier	happiest

3. Adjectives with a **short vowel** and **ending in a consonant**, double the consonant before adding **er** or **est**.

Positive	Comparative	Superlative
sad	sadder	saddest

4. Some adjectives of two syllables and most of three syllables use the words **more** and **most**.

Positive	Comparative	Superlative
difficult	more difficult	most difficult
stubborn	more stubborn	most stubborn
interesting	more interesting	most interesting
important	more important	most important

5. Some adjectives have irregular comparisons. These must be memorized.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
far	farther	farthest
well	better	best

III. GRAMMAR AND DRILL

For several units, students have been using both the comparative and the superlative forms of the adjectives.

- A. Review the spelling rules. Be sure to assign the section of irregular adjectives (**good, better, best**, etc.) to be memorized.

UNIT 4. LESSON 1

B. Orally practice the words. Then help students use them in sentences as oral practice before writing in their notebooks. Students should read the sentences as additional oral practice. As the class drills sentences, the comparative and superlative become very real to them. It also helps them understand the “extra” words in the sentences as they practice. Do not allow the students to skip a word or a sound. Be sure they say, **the fastest** or **happier than**. Often, students want to use only the single comparative word and leave out **than** or use only the superlative and omit **the**. Help the student speak correct English. Have the students make a sentence using the adjective. Use the comparative and superlative in the same sentence.

Answers:

- sadder, saddest
- more difficult, most difficult
- wiser, wisest
- better, best
- angrier, angriest

B. Practice

1. Make sentences with these words in all forms. Write them in your notebook.

Example:

That is a **fast** car.

John’s car is **faster** than Bill’s car.

Sam has the **fastest** car in town.

Positive
(no ending)

fast
wise
sad
long
angry
happy

Comparative
(add **er**)

faster
wiser
sadder
longer
angrier
happier

Superlative
(add **est**)

fastest
wisest
saddest
longest
angriest
happiest

2. Change these sentences to the comparative and to the superlative. Change the article **a** to **the** in the superlative degree.

Example:

All commandments are **important**.

Some commandments are **more important**.

One commandment is the **most important**.

a. Sam is a **sad** man.

b. The situation in Jerusalem is becoming **difficult**.

c. Jesus talked to a **wise** man.

d. He is a **good** teacher.

e. He was **angry** when he saw the money changers cheating the people.

IV. PRONUNCIATION

qu /kw/ as in **quick**.

Initial		
question	qualify	quarter
quiet	quantity	quote
quit	quick	queen
quake	quip	quotation

Jesus said, "Be quiet."

He's quick to "quit a job."

The queen questions the quotation.

In English spelling, **q** is usually followed by **u**.

V. WRITING

Love is important to all of us. Write five sentences about love.

VI. MEMORY VERSE

Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.

Mark 12:30, GNB

IV. PRONUNCIATION

The **qu** sound is /kw/ as in **quarter**, **quick**, **quack**.

V. WRITING

Help the students think about and write about love. It can be love of country, love of spouse, love for children, love for a place such as a town or village, love for job or hobby. Talk about God's love for us.

VI. MEMORY VERSE

Assign Mark 12:30.

UNIT 4, LESSON 1

VII. HOMEWORK

- A. Have students write the comprehension questions and answer them. Check to see if the students can form a good, complete sentence. Check for word order problems.
- B. I am replying. I am noticing.
Do I reply? Do I notice?
Reply! Notice!
I replied. I noticed.
I'll reply. I'll notice.
to reply to notice
- I am trapping.
Do I trap?
Trap!
I trapped.
I'll trap.
to trap
- C. 1. higher than, the highest
2. better than, the best
3. greedier than, the greediest
4. more ashamed than, the most ashamed
5. more wicked than, the most wicked
6. clearer than, the clearest
7. holier than, the holiest
8. larger than, the largest

VII. HOMEWORK

A. Write the Reading Comprehension Questions and answer them.

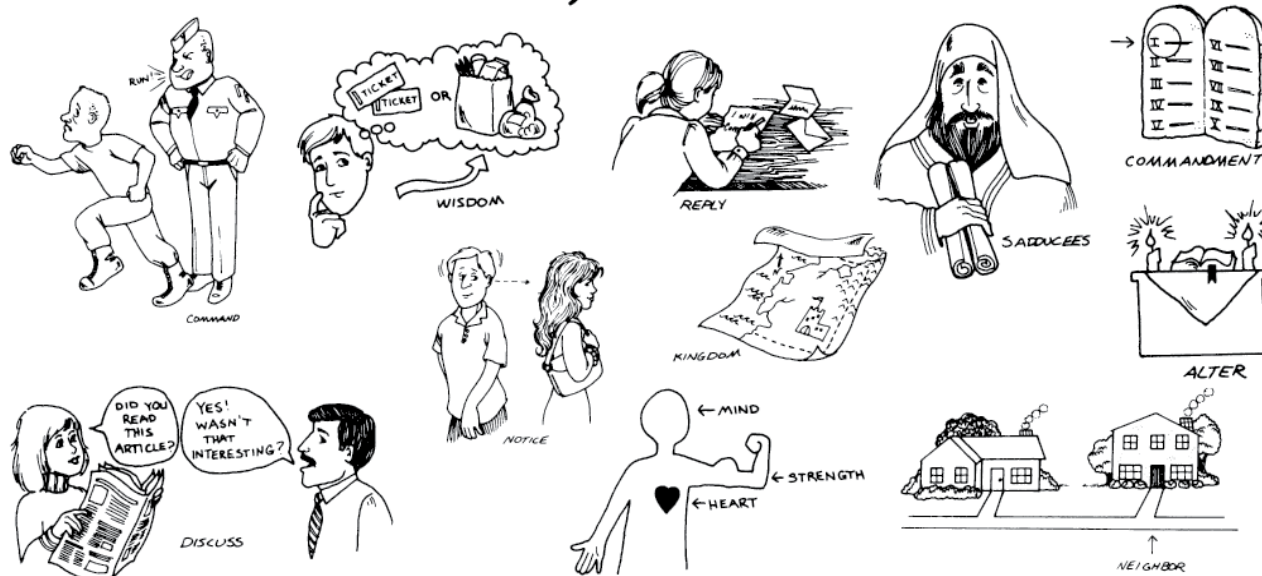
B. Fill in the verb chart. Use the pronoun I.

base form	I reply	I notice	I trap
present continuous			
present question			
imperative			
past			
future			
infinitive			

C. Fill in the adjective chart.

Comparison of Adjectives		
Positive	Comparative	Superlative
1. high	higher than	the highest
2. good		
3. greedy		
4. ashamed		
5. wicked		
6. clear		
7. holy		
8. large		

Unit 4, Lesson 2



OBJECTIVES

Communication

Students should be able to:

1. Use present perfect form of the verb in conversation.
2. Answer the present perfect questions with present perfect answers.

Grammar

Students should be able to understand and use:

1. The verb **to be**: present, past, future and present perfect tense.
2. Present perfect of verbs.
3. Pronunciation of **x /ks/** as in **box**.

Writing

Students should be able to write a paragraph on love.

- I. A teacher of the Law was there who heard the discussion. He saw that Jesus had given the Sadducees a good answer, so he came to him with a question: "Which commandment is the most important of all?"

Jesus replied, "The most important one is this: 'Listen, Israel! The Lord our God is the only Lord. Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.' The second most important commandment is this: 'Love your neighbor as you love yourself.' There is no other commandment more important than these two."

The teacher of the Law said to Jesus, "Well done, Teacher! It is true as you say, that only the Lord is God and that there is no other God but he. And man must love God with all his heart and with all his mind and with all his strength; and he must love his neighbor as he loves himself.

It is more important to obey these two commandments than to offer on the altar animals and other sacrifices to God."

Jesus noticed how wise his answer was, and so he told him, "You are not far from the kingdom of God."

After this nobody dared to ask Jesus any more questions.

Mark 12:28-34, GNB

UNIT 4, LESSON 2

- A. Carefully read the dialogue. Talk about **love** and **like**. Explain that we love other people as God helps us love them. Love is often an act of will, we can choose to allow God to help us love even if we don't like the person. Discuss a commitment to God. Ask if anyone knows a person who is committed to God.

Use the question-and-answer drills to be sure the students understand both the Scripture and the dialogue.

- B. After a discussion of the dialogue, go over the Reading Comprehension Questions.

A. Dialogue

- BOB: Where have you been?
- TOM: At the Temple.
- BOB: Have you heard about Jesus answering that question about the greatest commandment?
- TOM: Yeah. But I don't understand all this talk about love. How can any man love God with all his heart? Most of the time, I don't even think about God.
- BOB: Maybe we should think more about God. If we tried to know God and know his will for us, maybe we would learn to love him.
- TOM: But Jesus talked about love in the middle of so much hate and greed. How could he love his neighbor when his neighbor was a Pharisee who hated him?
- BOB: It's because Jesus is totally committed to doing God's will. He knows God and wants people to love him. God's will is more important to him than what others think. If I keep my eyes on God instead of others, I will be more like Jesus.
- TOM: My neighbor is a bad person. How can I love him?
- BOB: Ask God to help you love him. That's not always easy. Sometimes I find it hard to love even myself. I am ashamed of things I have done. It's hard to love others if you don't love yourself.
- TOM: You are right. Keeping my eyes on God and praying for his love is the answer. I really do want to love him more than anyone or anything.
- BOB: That's what I am going to do.

B. Reading Comprehension Questions

1. Who is talking?
2. What does Tom question about the first commandment?
3. What does Tom think about God?
4. What does Bob think they should change?
5. Tom says Jesus is in the middle of what?
6. Who is Jesus' neighbors?
7. Where should Bob keep his eyes?
8. Who can help Tom love his neighbor?
9. What does Bob say his problem is?
10. What do Tom and Bob decide to do?

II. VOCABULARY

Nouns	Adjective	Verb
attitude demand	total	to commit, committed

A. Action Verbs

1. **to commit, committed**—to hand over for safe keeping; pledge or promise; to do as in a crime or offense.
 - a. In marriage, I **commit** myself to my husband.
 - b. The people **committed** sins, but God has forgiven them.
 - c. I **will commit** my life to God.
 - d. Christians **have committed** their hearts to Jesus.



B. Nouns

1. **attitude**—a way of thinking, acting or feeling; behavior toward a person.

The religious leaders have had a bad **attitude** toward Jesus.



2. **commitment**—the act of making a pledge or promise.

When I promise, I make a **commitment**.



3. **demand**—to ask for as a right.

The **demands** of the religious leaders are not always the will of God.



C. Adjective

total—all, complete, entire.

Jesus had **total** commitment in his belief in God's love.

II. VOCABULARY

Teach the new vocabulary. These words are not easy to draw or act out. Help the class to understand a commitment. Use marriage as an example.

- A. Action Verbs. The order of the verb sentences is:
- a. present tense
 - b. past tense
 - c. future tense
 - d. present perfect tense

UNIT 4, LESSON 2

III. GRAMMAR AND DRILL

- A. Review the verb **to be**. Show that it is irregular in every tense. Assign it to be memorized. Give oral practice with each tense. Let students practice with each of them.
- B. Teach the past participle. The present and the past tenses have been used for some time, so the student should begin to feel secure with these. To form the present perfect, the past participle is the form used. Up to this point in the text, verbs have been listed with only the present and past tense forms. Now a third form will be added.

- C. To form the present perfect: **have/has + past participle**.

I have been.

He has gone.

She has committed.

They have written.

Carefully read the material in the student book concerning the formation of the question and the negative.

Again, write a list of verbs on the chalkboard:

command, commanded, commanded

discuss, discussed, discussed

notice, noticed, noticed

reply, replied, replied

Help students understand the past participle, and begin to use it. From the list, form the statement, question and negative. Be sure to give oral practice with each form.

Example:

We have commanded.

Have we commanded?

We haven't commanded.

III. GRAMMAR AND DRILL

- A. The verb **to be** is irregular in English.

to be	Present Tense		Past Tense	
	Person	Singular Plural	Singular Plural	
First	I am	we are	I was	we were
Second	you are	you are	you were	you were
Third	he is she is it is	they are	he was she was it was	they were

to be	Future Tense		Present Perfect	
	Person	Singular Plural	Singular Plural	
First	I will be	we will be	I have been	we have been
Second	you will be	you will be	you have been	you have been
Third	he will be she will be it will be	they will be	he has been she has been it has been	they have been

- B. The past participle form of regular verbs is the same as the past tense form. It is usually formed by adding **d** or **ed** to the base form of the verb. It is used with a helping verb such as **has, have, had**.

present

talk

look

past

talked

looked

past participle

talked

looked

- C. Present perfect tense is used in two ways: (1) as an action that took place sometime in the past and is completed, or (2) as an action that began in the past and continues up to the present. (Note: To talk about an act completed at a definite time in the past, English uses the simple past tense.)

He **has traveled** to Jerusalem.

Jesus **has taught** in the temple.

The Pharisees **have criticized** Jesus.

Present perfect tense = have/has + past participle.

Examples: (The contracted form is generally used in conversation.)

I have replied (I've).	We have replied (we've).
You have replied (you've).	You have replied (you've).
He has replied (he's).	They have replied (they've).
She has replied (she's).	

To form a question, place the auxiliary verb, **have** or **has**, before the subject.

Have you **talked** to Jesus?

Has he **discussed** God's love with you?

Negatives are formed by placing **not** after the auxiliary.

He **has not noticed** the elders.

He **hasn't replied** to the question yet.

They **haven't divided** the food.

D. Practice using the perfect tense.

1. Change these sentences to be present perfect. Do not add the time expression.

Example:

I **was** at the Temple.

I **have been** at the Temple.

a. He **was** inside the courtyard yesterday.

b. The disciples **were** angry at the religious leaders yesterday.

c. Two moneychangers **were not** in the Temple this morning.

d. The priests **collected** the money last week.

D. Do the practice exercises orally. Drill as much as time permits.

1. a. He has been inside the courtyard.
- b. The disciples have been angry at the religious leaders.
- c. Two money changers have not been in the Temple.
- d. The priests have collected the money.

UNIT 4, LESSON 2

- e. The elders have searched the Temple for Jesus.
- f. Jesus has returned to Jerusalem for the Passover.

2. a. Have the Sadducees rejected the message of God?
b. Has the teacher of the Law asked Jesus an important question?
c. Have the religious leaders tried to trap Jesus?

3. a. The courtyard hasn't been quiet today.
b. Jesus hasn't replied to all the questions.
c. The disciples haven't stayed with Jesus.

- e. The elders **searched** the Temple for Jesus.
-

- f. Jesus **returned** to Jerusalem for the Passover.
-

2. Change these sentences to questions.

Example:

The disciples **have eaten** fish today.

Have the disciples **eaten** fish today?

- a. The Sadducees **have rejected** the message of God.
-

- b. The teacher of the Law **has asked** Jesus an important question.
-

- c. The religious leaders **have tried** to trap Jesus.
-

3. Change these sentences to negative. Use the contractions.

Example:

I **have been** here every day.

I **haven't been** here every day.

- a. The courtyard **has been** quiet today.
-

- b. Jesus **has replied** to all the questions.
-

- c. The disciples **have stayed** with Jesus.
-

4. Change these to negative statements.

Example:

I've **been** to town.

I **haven't been** to town.

a. I've **listened** to Jesus.

b. He's **judged** the wise man.

c. We've **hurried** and **missed** the shortcut.

d. It's **happened** everyday.

e. He's **obeyed** God all his life.

E. Practice using the seasons of the year.

The **spring** months are: April, May, June

The **summer** months are: July, August, September

The **fall** months are: October, November, December

The **winter** months are: January, February, March

Fall is also called **autumn**.

IV. PRONUNCIATION

The sound of **x** /ks/ as in the ending of **box**.

Very few English words begin with **x**. The **x** at the beginning does not have the usual sound **ks**.

Ending		Median	
box	tax	sixty	maximum
fix	flax	flexible	crucifixion
locks		mixed	

Sentences

The crucifixion brought maximum pain.

The box has two locks.

The tax form is complete.

4. a. I haven't listened to Jesus.
- b. He hasn't judged the wise man.
- c. We haven't hurried and haven't missed the shortcut.
- d. It hasn't happened everyday.
- e. He hasn't obeyed God all his life.

E. Teach the seasons of the year. Bring a calendar to class with the seasons marked.

IV. PRONUNCIATION

The **ks** sound for **x** never comes at the beginning of a word. An **X** at the beginning will take the **z** sound or the **eks** sound.

UNIT 4. LESSON 2

V. WRITING

Discuss the meaning of "to love your neighbor." Ask the students to describe persons they love and why they love them. Ask if there is anyone they do not love. What makes loving them difficult? What are some helps for learning to love them?

VI. MEMORY VERSE

Explain, assign and chorally practice the verse. Memorize the Scripture reference, Mark 12:31.

VII. HOMEWORK

- Help the students with answers. Then have them read the questions and answers orally.
- Copy from the lesson. See Section A under Grammar and Drill.

V. WRITING

Write about someone you love. What do you love about them?

VI. MEMORY VERSE

"The second most important commandment is this: 'Love your neighbor as you love yourself.' There is no other commandment more important than these two."

Mark 12:31, GNB

VII. HOMEWORK

- Write the Reading Comprehension Questions in your notebook. Answer them in your own words.
- Fill in the charts for the verb to be.

to be		Present Tense		Past Tense	
Person		Singular	Plural	Singular	Plural
First					
Second					
Third					

to be		Future Tense		Present Perfect	
Person		Singular	Plural	Singular	Plural
First					
Second					
Third					

C. Fill in the past and past participle forms for these verbs.

present	past	past participle
Ex.: walk	walked	have walked
1. command		(have/has) _____
2. trap		(have/has) _____
3. start		(have/has) _____
4. rest		(have/has) _____

- C. 1. command
commanded
have commanded
2. trap
trapped
have trapped
3. start
started
have started
4. rest
rested
have rested

Unit 4, Lesson 3

OBJECTIVES

Communication

Students should be able to:

1. Use **for** and **since** in conversation.
2. Use the present perfect tense with irregular verbs.

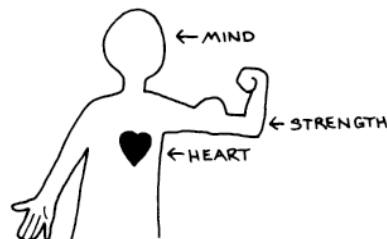
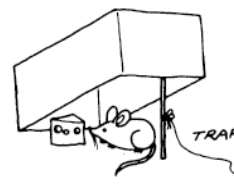
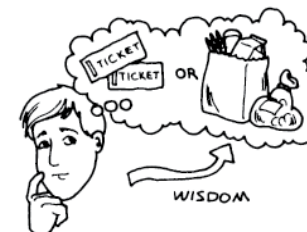
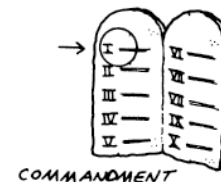
Grammar

Students should be able to understand and use:

1. Present perfect of irregular verbs.
2. **For** and **since**.
3. Phrases and clauses.
4. Pronunciation of vowel /au/ as in caught.

Writing

Students should be able to explain why laws are necessary.



- I. A teacher of the Law was there who heard the discussion. He saw that Jesus had given the Sadducees a good answer, so he came to him with a question: "Which commandment is the most important of all?"

Jesus replied, "The most important one is this: 'Listen, Israel! The Lord our God is the only Lord. Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.' The second most important commandment is this: 'Love your neighbor as you love yourself.' There is no other commandment more important than these two."

The teacher of the Law said to Jesus, "Well done, Teacher! It is true, as you say, that only the Lord is God and that there is no other God but he. And man must love God with all his heart and with all his mind and with all his strength; and he must love his neighbor as he loves himself. It is more important to obey these two commandments than to offer on the altar animals and other sacrifices to God."

Jesus noticed how wise his answer was, and so he told him, "You are not far from the Kingdom of God."

After this nobody dared to ask Jesus any more questions.

Mark 12:28-34, GNB

A. Dialogue

- WIDOW: I love to come to the Passover. I have come for many years now.
- SON: There are thousands of people here. I can't tell all the different kinds of religious leaders apart. Mother, which group is that? Is he a Pharisee?
- WIDOW: There are many sects of Jews here during Passover, but they are all Jews. Yes, he is a Pharisee. He obeys many unwritten laws. The Sadducees are in that area. They often help the Romans. The priests and chief priests run the Temple. The party of Herod is both religious and political.
- SON: Who is the man writing?
- WIDOW: He is a scribe. There are so many different groups that I do not know them all.
- SON: Why do they hate Jesus?
- WIDOW: Jesus has taught God's message of love. It is easier to obey rituals of religion. They let that take the place of love.
- SON: Has Jesus broken the law?
- WIDOW: Just the unwritten law that man has made and called religion. Jesus is a good man. He is the best man I've ever seen.
- SON: I think so, too. I'd like to know more about him.

- I. Review the Scripture and go over the homework. Practice the memory verse.

- A. Read and discuss the dialogue. Write the different sects on the chalkboard and help the students explain them. Use an example from a geographical area the students are familiar with to show how one large group can be composed of many small groups. In a political party, there are many opinions; in a family, there are many ways of looking at one situation; in religion, there are often opposing views. Help the students understand that factions appear in many areas of life. Use the question-and-answer drills to be sure the students comprehend the dialogue.

UNIT 4, LESSON 3

- B. After they have asked many questions and you have answered them, go to the Reading Comprehension Questions. Discuss these in class.

II. VOCABULARY

Discuss the different groups at the Passover. Help the student to distinguish between them.

III. GRAMMAR AND DRILL

- A. Present Perfect Tense—Irregular Verbs
1. Use drills to teach the irregular verbs. Help students learn the irregular past participles. Assign the verbs as memory work.

B. Reading Comprehension Questions

1. What holiday is it?
2. How many years has the widow come?
3. How many people are there?
4. What groups have come to the Passover?
5. What does a Pharisee obey?
6. Who do the Sadducees help?
7. Who runs the Temple?
8. What is the party of Herod?
9. What is a priest who writes called?
10. Why do the groups hate Jesus?
11. What kind of law has Jesus broken?
12. What kind of man is Jesus?

II. VOCABULARY

A religious group is often called a sect. In the Jewish nation, a Jew might belong to one of many sects; but members of the sects were all Jews. Some of the many sects:

Pharisees	Sadducees	Teachers of the Law	scribes
elders	priests	chief priests	party of Herod (Herodians)

III. GRAMMAR AND DRILL

A. Present Perfect Tense—Irregular verbs

1. The past and past participles of irregular verbs are not formed in the regular way. They must be memorized.

Present	Past	Past Participle
catch	caught	(have/has) caught
come	came	(have/has) come
eat	ate	(have/has) eaten
get	got	(have/has) gotten
go	went	(have/has) gone
have	had	(have/has) had
hear	heard	(have/has) heard
know	knew	(have/has) known
leave	left	(have/has) left
write	wrote	(have/has) written

2. Change these sentences to present perfect.

a. The leaders **caught** Jesus in the Temple.

b. Jesus **went out** of the city.

c. The scribe **wrote** about Jesus.

3. Change these sentences to questions.

a. Jesus **has left** the courtyard.

b. Matthew **has written** about Jesus.

c. They **have** already **eaten**.

d. The girls **have heard** the good news.

4. Change these positive sentences to negative ones.

a. I've **gone** to Jerusalem.

b. He's **come** to pray during the Passover.

c. I've **gotten** to hear Jesus.

d. He's **known** about God's love.

2. a. The leaders have caught Jesus.
b. Jesus has gone out of the city.
c. The scribe has written about Jesus.

If the students are having trouble remembering when to use the present perfect tense, add the words *many times* to the sentences above.

Example:

The leaders catch Jesus every week.
(present)

The leaders have caught Jesus many times.
(present perfect)

3. a. Has Jesus left the courtyard?
b. Has Matthew written about Jesus?
c. Have they already eaten?
d. Have the girls heard the good news?

4. a. I haven't gone to Jerusalem.
b. He hasn't come to pray during the Passover.
c. I haven't gotten to hear Jesus.
d. He hasn't known about God's love.

B. For/Since

1. Review the rule to distinguish between **for** and **since**.
2. a. for
b. since
c. since
d. for
e. since, for

- C. Read the rules for a clause and a phrase. A phrase is a group of words but a clause must contain a subject and a verb. Help the students understand that a dependent clause may be longer than an independent clause. However, it is not a complete thought and cannot stand alone.

B. For/since

1. Use **for** to show the length of time the action has continued. Use **since** to show when the action began.

Jesus has taught the crowd **for** three hours.
He has been in Jerusalem **since** Monday.

2. Place **for** or **since** in the blanks.

- a. Simon Peter has walked with Jesus _____ three years.
- b. John has loved Jesus _____ he met him.
- c. _____ he came to the Temple, the religious leaders have tried to trap him.
- d. He prayed _____ many hours.
- e. _____ I met Jesus, I have followed him _____ 15 years.

C. Phrases and Clauses

1. A **phrase** is a group of words used as a part of speech. A phrase does not have a subject and a verb.

The teacher **of the Law** questioned Jesus.
Jesus looked **at Jerusalem with sad eyes**.

2. A **clause** is a group of words that forms part of a sentence and contains a subject and a verb. A statement is a clause.

I believe Jesus.

There are two types of clauses:

- **independent:** An independent clause is a complete sentence or thought.

Examples:

Jesus was in Jerusalem.
He taught in the Temple.
The wise man asked a question.
The disciples watched and listened.

- **dependent:** A dependent clause is not a complete thought or sentence. A dependent clause usually uses an additional word such as **since, but, because, if, unless, who, what, when, where** or **which**.

Examples:

When Jesus was in Jerusalem . . .

Since the wise man asked a question . . .

Because the disciples watched and listened . . .

Underline the independent clauses and circle the dependent clauses.

Example:

A teacher of the Law was there who heard the discussion.

- Since I heard about Jesus, I have changed.
- Because the Pharisees could not control Jesus, they decided to kill him.
- If I pray to God, he will hear my prayer.

IV. PRONUNCIATION

Vowel sounds of /aw/, /au/ as in **law, caught**.

walk	fall	caught	law	almost
talk	tall	bought	saw	also
chalk	wall	taught	raw	awful
balk	ball	fought	draw	although

The chalk falls off the wall.

Jesus taught the law.

He caught the ball.

V. WRITING

The law says we must pay taxes. We must not kill. We must stop at a stop sign. Tell how these laws help you. Write six sentences telling why laws are needed.

VI. SEQUENCE

Tell the story in your own words.

Answers:

Independent clauses:

- I have changed.
- They decided to kill him.
- He will hear my prayer.

Dependent clauses:

- Since I heard about Jesus
- Because the Pharisees could not control Jesus
- If I pray to God

IV. PRONUNCIATION

Teach the vowel sound **aw, au**.

V. WRITING

Discuss laws. Help the students discover ways laws are helpful.

VI. SEQUENCE

Take as much time as possible for students to tell this story. Ask if they would also like to explain the dialogue and the different sects.

VII. ADAPTATION

Allow the class to discuss the Adaptation Questions. Avoid the temptation to preach or share your opinion. Avoid teacher talk time.

VIII. MEMORY VERSE

Discuss and assign 1 Corinthians 13:4-6. Include the Scripture reference.

VII. ADAPTATION

- A. Who is the most important person in your life?
- B. Who is your neighbor?
- C. Tell something you have done to help someone else.
- D. Describe one rule or ritual in your church.
- E. How can you love God with your mind?
- F. Name several things you do for people you love.

VIII. MEMORY VERSE

“Love is patient and kind; it is not jealous or conceited or proud; love is not ill-mannered or selfish or irritable; love does not keep a record of wrongs; love is not happy with evil, but is happy with the truth.”

1 Corinthians 13:4-6, GNB

Unit 4, Practice Exercises

I. EXERCISES

- A. Use a comma to set off a dependent clause at the beginning of a sentence. In the following sentences, place commas after the beginning dependent clauses and underline the independent clauses.

Example:

When the disciples trusted Jesus they had peace.

When the disciples trusted Jesus, they had peace.

1. When Jesus overturned the tables in the Temple the chief priests became angry.
2. Because they knew Jesus was in danger the disciples were afraid.
3. When I pray God answers.
4. Unless I study I will not learn English.
5. Where Jesus leads me I will follow.

- B. Answer the following questions about the seasons—spring, summer, fall and winter.

What season is:

1. December? _____
2. July? _____
3. April? _____
4. September? _____
5. October? _____
6. August? _____

- C. Change these sentences to the future tense.

Example:

Peter **heard** the teachers of the Law.

Peter **will hear** the teachers of the Law.

- I. A. 1. When Jesus overturned the tables in the Temple, the chief priests became angry.
2. Because they knew Jesus was in danger, the disciples were afraid
3. When I pray, God answers.
4. Unless I study, I will not learn English.
5. Where Jesus leads me, I will follow.

- B. 1. winter, end of fall
2. summer
3. spring
4. fall, end of summer
5. fall
6. summer

UNIT 4, PRACTICE EXERCISES

- C. 1. will hear
2. will give
3. will come
4. will reply
5. will love

1. The teacher of the Law **heard** the discussion.

2. Jesus **gave** the Sadducees a good answer.

3. He **came** with a question.

4. Jesus **replied**.

5. You **must love** God with all your heart.

- D. 1. Did he catch the fish?
2. Did he go out of Jerusalem?
3. Did he know the answers?
4. Did he have no more questions?
5. Did he eat with the disciples?

D. **Change these sentences to past tense questions.**

Example:

She **answered** the question.

Did she **answer** the question?

1. He **caught** the fish.

2. He **went out** of Jerusalem.

3. He **knew** the answers.

4. He **had** no more questions.

5. He **ate** with the disciples.

UNIT 4, PRACTICE EXERCISES

E. **Form the comparative of these adjectives. The comparative is used when comparing two things. It is usually followed by than.**

Example:

The sunset is _____ (beautiful) last evening.

The sunset is **more beautiful than** last evening.

1. Jesus teaches _____ (good) the other teachers of the Law.
2. If you read God's Word, you will be _____ (wise) you thought possible.
3. The days of the Passover seem to go _____ (fast) normal days.
4. To trap Jesus was _____ (difficult) the Sadducees thought.
5. The walk outside Jerusalem that night was _____ (far) Levi thought.

F. **Form the superlative of these adjectives. The superlative is used when comparing more than two things. The article the generally is used before the superlative form.**

Example:

This is _____ (late) he has been.

This is **the latest** he has been.

1. Which commandment is _____ (important) of all?
2. God's will is _____ (good) thing for your life.
3. Who is _____ (wise) of the religious leaders?
4. This is _____ (happy) day of my life.
5. Sickness was _____ (bad) problem.

G. **Fill in the blanks with the present perfect form of the verbs. Use contractions whenever possible.**

Example:

James **has given** John a gift. (give)

1. I _____ to hear Jesus speak many times during Passover. (go)

- E. 1. better than
2. wiser than
3. faster than
4. more difficult than
5. farther than

- F. 1. the most important
2. the best
3. the wisest
4. the happiest
5. the worst

- G. 1. I've gone

UNIT 4, PRACTICE EXERCISES

2. has loved
3. have discussed
4. has noticed
5. has spent

- H.
1. Have the priests trapped . . . ?
 2. Why has the house of God become . . . ?
 3. Who has overturned . . . ?
 4. When have you last prayed . . . ?
 5. Have the disciples gone . . . ?

- I.
1. hasn't heard
 2. haven't trapped
 3. haven't noticed
 4. haven't distributed
 5. haven't been

2. You can tell that Jesus _____ God with all his heart. (love)
3. The religious leaders _____ the death of Jesus. (discuss)
4. Each day Jesus _____ them in the crowds. (notice)
5. Jesus _____ all his holiday time in the Temple. (spend)

H. Fill in the blanks with the present perfect form of the verbs.

Example:

When **have** you **seen** your mother? (see)

1. _____ the priests _____ Jesus with a difficult question? (trap)
2. Why _____ the house of God _____ a hideout of thieves? (become)
3. Who _____ the tables of the moneychangers? (overturn)
4. When _____ you last _____ to God? (pray)
5. _____ the disciples _____ ahead of Jesus to Bethany? (go)

I. Change these positive sentences to negative ones. Use the contractions.

Example:

James **has sent** the letter to me.

James **hasn't sent** the letter to me.

1. My neighbor **has heard** what happened at the Temple today.

2. They've **trapped** Jesus with a difficult question.

3. We've **noticed** that each day more people follow Jesus.

4. You've **distributed** all the messages to the religious leaders.

5. I've **been** at the Temple.

UNIT 4, PRACTICE EXERCISES

6. They've **been** behind the crowd.

7. He's **been** the perfect teacher.

J. Underline the independent clauses and circle the dependent clauses. Write the words that introduce the dependent clause.

Example:

The priests have found out where Jesus is staying.

The priests have found out where Jesus is staying. Where

1. Since I've studied the Bible, I've learned more about God.
2. God answers when I pray.
3. The religious leaders want to find someone who will kill Jesus.
4. I want to follow Jesus but I am afraid.
5. The teacher of the Law who asked the question is close to the kingdom.

K. Fill in the blanks using either for or since.

1. I haven't talked to Peter _____ a week.
2. I haven't seen Jesus _____ noon.
3. He's taught in the Temple _____ three days.
4. He hasn't been to Capernaum _____ last spring.
5. John hasn't been fishing _____ he left his father.

6. haven't been
7. hasn't been

- J. 1. (Since I studied the Bible), I've learned about God. Since.
2. God answers (when I pray). When.
3. The religious leaders want to find someone (who will kill Jesus). Who.
4. I want to follow Jesus, (but I am afraid). But.
5. The teacher of the law (who asked the question) is close to the Kingdom. Who.

- K. 1. for
2. since
3. for
4. since
5. since

UNIT 4, PRACTICE EXERCISES

II. VOCABULARY

Have students pronounce the words. Check their understanding of the meaning. Review other opposites.

II. VOCABULARY

Nouns		Verbs	Adjectives
altar	mind	to command, commanded	far
attitude	neighbor	to commit, committed	most
commandment	sacrifice	to discuss, discussed	only
commitment	Saducees	to notice, noticed	total
demand	sect	to reply, replied	true
discussion	soul	to trap, trapped	well done
heart	strength		wise
Israel	wisdom		
kingdom			
Opposites		Preposition	Question Word
true	false	near	which
wise	stupid		
far	near		

III. RELATED WORDS

Discuss word and sentences with students.

III. RELATED WORDS

A. The following words are used in the sentences in the next section.

Adjective	Noun	Verb	Adverb
noticeable	notice	to notice	noticeably
wise	wisdom		wisely
sacrificial	sacrifice	to sacrifice	sacrificially

B. Sentences using the words in the preceding list.

- Adjective: Jesus was a **noticeable** teacher.
 Noun: The **notice** at the door said, "Do not enter."
 Verb: Jesus **noticed** their anger.
 Adverb: That Pharisee was **noticeably** angry at Jesus.

UNIT 4, PRACTICE EXERCISES

2. Adjective: Jesus was a **wise** teacher for the disciples.
Noun: The **wisdom** of God is in the Bible.
Adverb: He spent his time and his money **wisely**.
3. Adjective: People went in the Temple courtyard to buy **sacrificial** birds.
Noun: We make a **sacrifice** of time and money to God's work.
Verb: He **sacrificed** his lunch hour to help the man in trouble.
Adverb: When a person gives **sacrificially** to help another, it is also helping Jesus.

IV. A DEEPER LOOK

- A. What is the difference between the religion of the Pharisees and the teaching of Jesus?
- B. Why did the religious leaders want to trap Jesus?
- C. How can I love God with my heart?
With my soul?
With my mind?
With my strength?
- D. How can we learn to love ourselves?
- E. Who is my neighbor?
- F. How do you show love?
- G. How are rituals easier than the commandment to love?
- H. What does **all** mean in the greatest commandment?
- I. Why is it so difficult for people to love God and to put God first?

IV. A DEEPER LOOK

Encourage student talk.

OBJECTIVES

Communication

Students should be able to use more irregular verbs in the present perfect tense.

Grammar

Students should be able to understand and use:

1. Preposition during.
2. Nouns as direct object.
3. Pronunciation: vowel /oo/ as in book.

Writing

Students should be able to write about a festival or celebration in which they have participated.

- I. Go over the homework and answer any questions. Review the memory verse. Tie the previous lessons in with Jesus' teaching in the Temple to the unhappiness of the priests with Jesus. It is still the week before Passover and the events of the rest of the text take place during the week of the holidays of Passover and the Festival of Unleavened Bread.

Lesson 1 of Unit 5 tells of the chief priests looking for a way to arrest Jesus. Lesson 2 tells of the betrayal of Judas. The men are looking for a way to Jesus, and Judas provides it. Lesson 3 reviews the story just studied.

Read the Scripture, and tell the story again using the pictures and the core sentences.

Unit 5, Lesson 1



RIOT



SECRET



CHIEF PRIESTS



UNLEAVENED BREAD



ARREST



DEATH



TROUBLE MAKER



FESTIVAL



PASSOVER

- I. It was now two days before the Festival of Passover and Unleavened Bread. The chief priests and the teachers of the Law were looking for a way to arrest Jesus secretly and put him to death. "We must not do it during the festival," they said, "or the people might riot."

Mark 14:1-2, GNB

A. Dialogue

CAIAPHAS: There must be some way to stop this Jesus!

ANNAS: My son-in-law, calm yourself. You are the chief priest, and you can silence this troublemaker.

CAIAPHAS: How? He speaks and the crowds appear. He is never alone and his following grows daily.

ANNAS: We will wait until after the holidays. Then we'll have the Romans arrest him. They owe us many favors.

CAIAPHAS: You are right. Perhaps they can help me get rid of Jesus.

ANNAS: Yes, it must be done. People call him a prophet and Messiah. They think he will free us from the Romans. He is too dangerous to us.

CAIAPHAS: He threatens our power and will cause trouble with the Romans. You were high priest for nine years. What must I do?

ANNAS: Act carefully and secretly. If the people realize we plan to kill Jesus, then they will riot.

CAIAPHAS: Don't worry. Somehow we will stop this Jesus.

B. Core Sentences

1. It was two days before the Passover.
2. The chief priests hated Jesus.
3. They planned to kill him.
4. They were afraid of Jesus and his followers.
5. A riot would be very bad.
6. The Roman soldiers would kill many people.
7. Caiaphas had a problem.
8. He had to keep the city peaceful.
9. He had to keep his job.
10. He had to keep the Romans happy.
11. He had to stop Jesus.
12. They wanted to arrest Jesus in secret.
13. They wanted to kill Jesus.
14. They planned to wait.
15. Too many people were in the city during the festival.
16. The people liked Jesus.

A. Read the dialogue. Have the students read the dialogue with you chorally. Have students read the parts of Annas and Caiaphas. Discuss who Annas and Caiaphas are.

B. Read the core sentences and work on pronunciation. Pay particular attention to the voice quality of English. The measure for correct English pronunciation is intelligibility. It must sound like English.

Use the question-and-answer drills to check for comprehension. Teach the vocabulary, as necessary.

Use many question-and-answer drills to help the students understand both the Scripture passage and the dialogue. Teach the new vocabulary in context and discuss the words. Many of the new vocabulary words can be discussed within the class and understood.

UNIT 5, LESSON 1

17. They thought he was a prophet.
18. They might riot if Jesus was arrested.
19. The chief priests were looking for a way to kill Jesus.

C. Orally ask and answer the Reading Comprehension Questions.

C. Reading Comprehension Questions

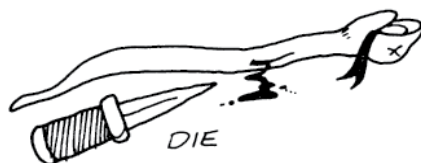
1. What is the Passover?
2. Who governed the Jewish people?
3. Why were the priests afraid of a riot?
4. Why did the priests want to arrest Jesus?
5. Why arrest him secretly?
6. Were many people in Jerusalem during the Passover?
7. Who did the people think Jesus was?
8. Who was Caiaphas?
9. Who was Annas?
10. Why was Jesus so dangerous to Caiaphas and Annas?

II. VOCABULARY

Nouns	Verbs	Adverbs	Prepositions
death favor festival Messiah Passover prophet riot secret troublemaker unleavened bread	to arrest, arrested to die, died to riot, rioted to calm, calmed to silence, silenced to get rid of, got rid of to threaten, threatened to realize, realized	secretly	during

A. Action Verbs

1. **to arrest, arrested**—to take to jail or to court.
 - a. A soldier **arrests** Jesus.
 - b. They **arrested** Jesus before the Passover.
 - c. Because of Caiaphas, they **will arrest** the Son of Man.
 - d. Tell Mary that they **have arrested** her son.
 - e. The soldiers **had arrested** many Jews.
2. **to calm, calmed, calmed down**—to become quiet or still.
 - a. **Calm** down and don't shout.
 - b. The child **calmed down** when he heard the parable.
 - c. Prayer **will calm** your thoughts.
 - d. He **has calmed** the angry priests.
 - e. He **had calmed** everyone by midnight.
3. **to die, died**—to stop living.
 - a. When he **dies**, some will cry.
 - b. Jesus **died** before the Passover.
 - c. "**I will die**," Jesus said.
 - d. He **has died** for his country.
 - e. Thousands **had died** before the end of the war.
4. **to get rid of, got rid of, gotten rid of**—to get free from; remove something or some one.
 - a. John **gets rid of** the fish.
 - b. When I prayed, I **got rid of** my problems.
 - c. With the help of the Romans, they **will get rid of** Jesus.
 - d. For a few days Jesus **has gotten rid of** the moneychangers.
 - e. John **had gotten rid of** the bugs before you came.



II. VOCABULARY

- A. Read the action verb sentences. Have the students identify the correct tense and make sentences of their own. Check the reading comprehension of the students using the questions. Help them understand what they are saying.

The order of the sentences is:

- a. present tense
- b. past tense
- c. future tense
- d. present perfect
- e. past perfect

UNIT 5, LESSON 1

5. **to realize, realized**—to understand clearly.

- a. Do you **realize** that summer is already here?
- b. Jesus **realized** he would die.
- c. The disciples **will** soon **realize** that there is trouble.
- d. Jesus **has realized** that these are his last days.
- e. He **had** already **realized** the soldiers would come for him.



6. **to riot, rioted**—to make a wild public disturbance, often with fighting.

- a. If the crowds **riot**, the Roman soldiers will kill them.
- b. The Jews **rioted** against the Romans.
- c. The people **will riot** if the priests or the Romans arrest Jesus openly.
- d. Sometimes crowds **have rioted** because they want a free country.
- e. People who **had rioted** in the past were punished quickly by the Romans.



7. **to silence, silenced**—to stop the speech or noise.

- a. He **silences** the crowd when he speaks.
- b. He **silenced** the religious leaders.
- c. Death **will** not **silence** the message of God.
- d. The man **has silenced** the buyers and sellers in the marketplace.
- e. The soldiers **had silenced** the crowd.

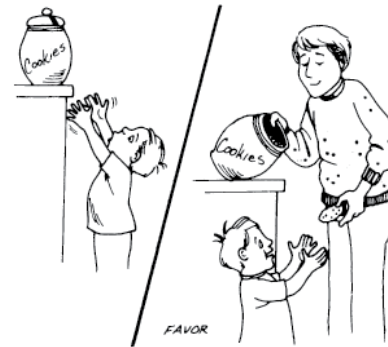


8. **to threaten, threatened**—to say what will be done to hurt or punish.
 - a. A riot **threatens** the power of the high priests.
 - b. The religious leaders **threatened** to have Jesus killed.
 - c. Before they kill Jesus, they **will threaten** the other disciples.
 - d. The Romans **have threatened** the Sadducees with punishment if there is a riot at the Passover.
 - e. Jesus **had threatened** the power of the greedy religious leaders.



B. Nouns

1. **death**—the ending of any form of life in people, animals or plants.
2. **favor**—an act of kindness; liking, approval.
3. **festival**—a special time of feasting, often in memory of something.
4. **Messiah**—to Jews, the promised and expected Savior and deliverer of the Jews; to Christians, Jesus is the promised Savior for all people.
5. **Passover**—an eight day Jewish holiday. It includes the Feast of Unleavened Bread.
6. **prophet**—a person who speaks for God.
7. **riot**—disturbance, confusion; a wild violent public disturbance.
8. **secret**—kept from the knowledge of others.
9. **troublemaker**—a person who causes pain or sorrow for others.
10. **unleavened bread**—festival connected with Passover. (Bread that has no yeast in it.)



- B. Review the nouns and fill in the blanks. Help the students use the words correctly.

NOTE: Illustrations for “festival,” “riot,” “secret” and “unleavened bread” are on page 132 at the beginning of the lesson.

Answers:

- | | |
|---------------------|-----------------|
| 1. secret | 6. troublemaker |
| 2. death | 7. not |
| 3. favor | 8. prophet |
| 4. Passover | 9. Messiah |
| 5. Unleavened Bread | 10. festival |

Fill in the blanks using one of the vocabulary words.

The religious leaders met in _____ (1). They told no one about their plan to put Jesus to _____ (2). Jesus was loved by the people and he held their _____ (3), so the Pharisees and Sadducees were afraid. They decided to wait until after _____ (4) and the feast of _____ (5) to kill Jesus. If they killed this _____ (6) now, the people might _____ (7). The crowds followed Jesus because they thought he was a _____ (8) of God. Some thought Jesus was the _____ (9) who would free them from Rome. After the _____ (10) the crowds would go home and the religious leaders would kill Jesus.

III. GRAMMAR AND DRILL

A. Teach the preposition **during**. Use many examples that the students will recognize: (The teacher sits down **during** class. The student drinks a Coke **during** the break. What do you do **during** vacation?)

B. Nouns are used in three major parts of an English sentence: subject, object, and object of preposition. If the student can understand the simple pattern S—V—O, additional parts of the sentence can be added later with greater ease. Give additional practice with the subject, verb, and object in simple sentences.

III. GRAMMAR AND DRILL

A. The preposition **during** expresses something that happens throughout the whole time of

Jesus taught the crowds **during** the morning.

During the night the religious leaders held a secret meeting.

We have class **during** the day.

It rained **during** the spring.

B. A noun is used as the subject (S), object (O) of the verb (V), and as the object of a preposition (OP). In English the subject, verb, object come in specific places in a statement. A noun is a direct object (DO) when it directly receives the action of a transitive verb.

Example:

The boy hit the ball.
S V O

It is an indirect object (IO) when the action is received indirectly.

Example:

The boy gave me the apple.
S V IO DO

A noun is the object of a preposition (OP) when it follows a preposition.

Example:

The boy walked to school.
S V OP

1. Here are some sample sentences with transitive verbs and nouns as direct objects. See the chart in the next section.
 - a. Jesus **has taught** the crowds during the week before Passover.
 - b. The Pharisees **hated** Jesus.
 - c. The Sadducees **had threatened** Jesus.
 - d. The Romans **controlled** Jerusalem.
2. The following chart shows the subject, main verb and direct object in the sentences in the previous section.

Subject	Main Verb	Direct Object
a. Jesus	has taught	the crowds
b. The Pharisees	hated	Jesus
c. The Sadducees	had threatened	Jesus
d. The Romans	controlled	Jerusalem

Read the five sentences in this section. Fill in the parts of speech in the chart on the next page.

Example:

Jesus healed people during the week.
S V DO OP

1. No one asked questions of Jesus.
2. We will discuss the love of God in class today.
3. Jesus noticed the Pharisees in the crowd.
4. Peter saw the man near Jesus.
5. Jesus drove the thieves out of the Temple.

To find the direct object, ask "What received the action?"

In sentence 1 ask: "What was asked?" Answer: "questions"
 In sentence 2 ask: "What was discussed?" Answer: "love"
 In sentence 3 ask: "What was noticed?" Answer: "Pharisees"

UNIT 5, LESSON 1

Answers:

1. Subject: No one
Verb: asked
D.O.: questions
Preposition: of
O.P.: Jesus
2. Subject: We
Verb: will discuss
D.O.: love
Preposition: of
O.P.: God
3. Subject: Jesus
Verb: noticed
D.O.: Pharisees
Preposition: in
O.P.: crowd
4. Subject: Peter
Verb: saw
D.O.: man
Preposition: near
O.P.: Jesus
5. Subject: Jesus
Verb: drove
D.O.: thieves
Preposition: of
O.P.: Temple

- C. Drill more irregular verbs. Have the students make sentences, review the irregular verbs already taught.

Answers:

1. has lain
2. have seen
3. has spread
4. have paid
5. has slept

Fill in the chart with words from the sentences above.

	Subject	Main Verb	D.O.	Preposition	O.P.
Ex.:	Jesus	healed	people	during	the week
1.					
2.					
3.					
4.					
5.					

C. Study and memorize these irregular verbs.

Present	Past	Past Participle
become	became	have/has become
lead	led	have/has led
lie	lay	have/has lain
pay	paid	have/has paid
say	said	have/has said
see	saw	have/has seen
sit	sat	have/has sat
sleep	slept	have/has slept
spread	spread	have/has spread
teach	taught	have/has taught

Fill in the blanks with correct irregular verbs using the present perfect tense.

Example:

The teacher has taught the class well. (teach)

1. Jesus _____ down to rest. (lie)
2. The crowds _____ Jesus every day. (see)
3. The news _____ that Jesus is a prophet. (spread)
4. The people _____ the moneychangers. (pay)
5. He _____ for only a few hours. (sleep)

IV. PRONUNCIATION

Vowel /oo/ as in **book**.

pull	look	could	stood	push
bullet	took	would	good	cushion
bull	book	should	wood	bushel
full	crook	sugar	wool	put

We should look at the wool.
He put the good wood in the fire.
The bushel is full.

V. WRITING

Write about a celebration. The following is a model for you.

Many people joined in the Fourth of July festivities yesterday. The celebration began with a parade in the downtown area. Three bands, twelve floats, and a team from the army post were participants in the mile long parade.

Afterward, picnics were held in three parks. Good food was followed by games. Leading citizens gave speeches. The day ended with fireworks at the old fairgrounds.

VI. MEMORY VERSE

“And on him all peoples will put their hope.”

Matthew 12:21, GNB

VII. HOMEWORK

A. Read the story and the dialogue.

B. Complete the verb chart, using the pronoun he.

Example:

Base form

He walks.

He dies.

He gets rid of.

He threatens.

IV. PRONUNCIATION

Teach the vowel /oo/ as in **book**. Repeat the word lists and talk about the different spelling that produce this sound. Many of these words will be familiar to the students.

V. WRITING

Students have shared in festivals of various kinds here and in their countries. Discuss festivals and celebrations. Let students tell of a festival or celebration they have experienced. Lead them to write about it. Help them include answers to what, who, when, where and why.

VI. MEMORY VERSE

Discuss, recite together many times and assign Matthew 12:21.

VII. HOMEWORK

A. Read the story and the dialogue at home. Help students read Matthew 26:1-2 and Luke 22:1-2.

UNIT 5, LESSON 1

- B. He is dying He is getting rid of
 He was dying He was getting rid of
 Die! Get rid of it!
 To die To get rid of
 Did he die? Did he get rid of it?

He is threatening
 He was threatening
 Threaten!
 To threaten
 Did he threaten?

- C. 1. Subject: leaders
 Verb: have exploited
 D.O.: believers
 2. Subject: Jesus
 Verb: overturned
 D.O.: tables
 Preposition: of
 O.P.: moneychangers
 3. Subject: Jesus
 Verb: rebuked
 D.O.: Peter
 Preposition: during
 O.P.: walk
 4. Subject: Jesus
 Verb: will gain
 D.O.: followers

Present continuous

He is walking.

Past continuous

He was walking.

Imperative

Walk!

Infinitive

To walk

Question

Did he walk?

C. Complete the sentence chart.

1. The religious leaders have exploited the believers.
2. Jesus overturned the tables of the moneychangers.
3. Jesus rebuked Peter during the walk to Jerusalem.
4. Jesus will gain many followers.

	Subject	Main Verb	D.O.	Preposition	O.P.
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____

Unit 5, Lesson 2



OBJECTIVES

Communication

Students should be able to speak using the past perfect tense.

Grammar

Students should be able to understand and use:

1. The past perfect tense.
2. Pronunciation of /er/ as in **her**.

Writing

Students should be able to write about the desire for a country to be self-governing.

- I. Review the previous lesson. Check homework. Read the Scripture and teach it.

- I. Then Judas Iscariot, one of the twelve disciples, went off to the chief priests in order to betray Jesus to them. They were pleased to hear what he had to say, and promised to give him money. So Judas started looking for a good chance to hand Jesus over to them.

Mark 14:10-11, GNB

UNIT 5, LESSON 2

- A. Teach the dialogue. Give help in understanding.

A. Dialogue

YOUNG PRIEST: Sir, a man to see you. He looks like one of the followers of Jesus.

CAIAPHAS: Send him in. (To himself) Wonder what this is all about.

JUDAS: Sir, I understand you want the man Jesus.

CAIAPHAS: You are one of his disciples. Can you help me get your master?

JUDAS: He is my master no longer. What will you give me if I betray Jesus to you?

CAIAPHAS: Here are thirty silver coins. Count them yourself. How will we know when to come and arrest Jesus?

JUDAS: I will look for a good chance. Then I'll let you know. It will be very soon, maybe tonight.

CAIAPHAS: Okay. Sooner than I had planned, but this is a good opportunity. Tell me, why would you help us?

JUDAS: I thought he was the Messiah. I thought he would free us from Rome. But he has done nothing. He talks only of God and the kingdom of God. He is not the Messiah I had expected.

CAIAPHAS: That is true. We will help you get rid of this false Messiah. I will wait to hear from you. My soldiers will be ready.

- B. Read and discuss the core sentences.
Have the students read aloud.

B. Core Sentences

1. Judas Iscariot was one of the 12 disciples.
2. He went to the chief priests.
3. He was going to betray Jesus.
4. The religious leaders were pleased that Judas would help them.
5. They promised him money.
6. Judas looked for a good chance.
7. He would hand Jesus over to them.
8. Judas betrayed Jesus.
9. Judas sold Jesus for 30 pieces of silver.

C. Reading Comprehension Questions

1. Who is Judas?
2. Who are the twelve disciples?
3. Where did Judas go?
4. Who did he talk to?
5. Were they pleased with Judas?
6. What did they promise him?
7. What did they give him?
8. Why did Judas go to the priests?
9. What did Judas want Jesus to do?

II. VOCABULARY

Nouns	Verbs
chance traitor opportunity soldiers one	to betray, betrayed to count, counted to expect, expected to free, freed to hand, handed to promise, promised to wonder, wondered

A. Action Verbs

1. **to betray, betrayed**—to give away to the enemy; to be unfaithful to.
 - a. He **betrays** his friends.
 - b. Judas **betrayed** Jesus.
 - c. **Will** he **betray** all the disciples?
 - d. He **has betrayed** Jesus for 30 pieces of silver.
 - e. Before he left Jerusalem, Judas **had betrayed** Jesus.



- C. Go over the Reading Comprehension Questions. Use question-and-answer drills.

II. VOCABULARY

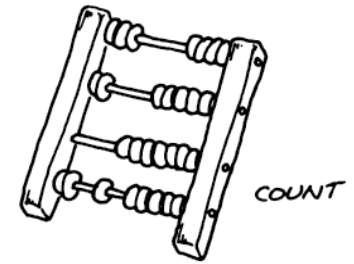
Teach the vocabulary.

- A. Be sure the students read and understand the verb sentences. Have students make sentences of their own.

UNIT 5, LESSON 2

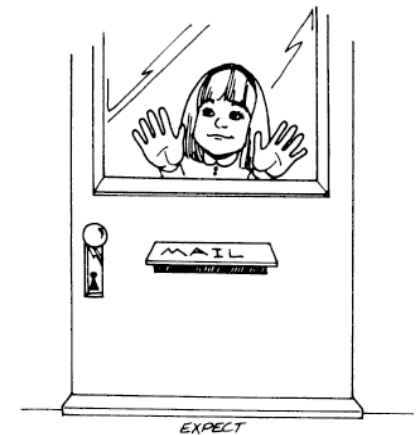
2. **to count, counted**—to name numbers; to add up.

- a. He often **counts** his money.
- b. Judas **counted** the 30 coins.
- c. **Will** he **count** the cost before he does this?
- d. He **has counted** the people around Jesus.
- e. Caiaphas **had counted** the coins before he gave them to Judas.



3. **to expect, expected**—to look for, to think something probably will come or happen.

- a. He **expects** to fight the Roman soldiers.
- b. Jesus **expected** to die and rise again.
- c. The high priest **will expect** a message from Judas.
- d. Ann **has expected** a letter this week.
- e. Judas **had expected** a Messiah with an army.



4. **to free, freed**—to relieve from any kind of burden, bondage or slavery; to make free; release.

- a. God **frees** our hearts to love one another.
- b. Jesus **freed** no country from the Romans.
- c. **Will** the Messiah **free** the Jews from Rome?
- d. He **has freed** the people from their sins.
- e. After I realized he **had freed** me from sin, I was happy.



5. **to hand (over), handed (over)**—to give to another; to deliver.

- a. She **hands over** my car keys.
- b. He **handed over** the money to me.
- c. **Will** Judas **hand over** Jesus to the soldiers?
- d. He **has handed over** the money to his wife.
- e. After he **had handed over** the money to Judas, Caiaphas felt pleased.



6. **to promise, promised**—to vow or pledge to do or not to do something.

- a. Judas **promises** to betray Jesus.
- b. Jesus **promised** to tell God's message.
- c. **Will** you **promise** to pray daily?
- d. The Romans **have promised** to help Caiaphas.



7. **to wonder, wondered**—to be surprised or astonished; to be curious.

- a. Caiaphas **wonders** why Judas would betray Jesus.
- b. Jesus **wondered** when Judas would hand him over.
- c. The disciples **will wonder** about Judas' betrayal.
- d. We **have wondered** how a disciple could become a traitor.
- e. Caiaphas **had wondered** about how to arrest Jesus.



UNIT 5. LESSON 2

- B. Discuss the nouns. Go over the sentences orally before students fill in blanks.

B. Nouns

1. **master**—a person who has control of others; a male teacher.
2. **chance**—a favorable time; opportunity.
3. **opportunity**—a good chance.
4. **soldier**—a person who serves in the army.
5. **traitor**—a person who betrays his country or ruler.



C. Answers to noun sentences:

1. chance, opportunity
2. soldiers
3. master
4. chance, or opportunity
5. traitor

C. Fill in the blanks with the correct nouns.

1. _____ and _____ mean almost the same thing.
2. Caiaphas had planned to send _____ after he got the message from Judas.
3. Judas called Jesus _____.
4. Judas began to look for a _____ to hand over Jesus.
5. If you betray a friend, are you a _____?

III. GRAMMAR AND DRILL

- A. The student often confuses the present perfect and the past perfect tense. Use the example sentence, "He has lived in Raleigh for almost 10 years." It implies that he is still living in Raleigh.

III. GRAMMAR AND DRILL

A. The simple past tense shows action taking place at sometime in the past.

Example:

I **bought** a stove last week.

The present perfect tense shows past action, but the act took place or began at sometime before the present.

UNIT 5, LESSON 2

Example:

I **have called** you twice. (before now)

The past perfect tense of the verb shows that the action took place before another past action. It is the past tense of the helping word **have** plus the past participle of the verb: had + v (pp). I **had called** you twice before I left home. It is often used in a sentence with a past tense verb.

1. Before Passover came, Judas **had betrayed** Jesus.
2. When Caiaphas spoke to Judas, he **had decided** to pay the traitor.
3. Judas said he **had expected** a different kind of Messiah.
4. Caiaphas **had planned** to wait until after Passover, but he took this opportunity.

The past perfect is formed with the auxiliary **had** and the past participle of the main verb.

I had wondered.	We had wondered.
You had wondered.	You had wondered.
He had wondered.	They had wondered.
She had wondered.	
It had wondered.	

The past perfect of **to be**.

to be		Past Perfect	
Person	Singular	Plural	
First	I had been.	We had been.	
Second	You had been.	You had been.	
Third	He had been.	They had been.	
	She had been.		
	It had been.		

Fill in the blanks with the past perfect form of the verbs in parentheses.

1. He asked Judas why he _____ Jesus. (betray)
2. Judas said he _____ a fight with Roman soldiers. (expect)
3. Caiaphas thought he _____ the silver correctly. (count)

The past perfect requires: "He had lived in Raleigh for 10 years before he moved to Florida." It says that he no longer lives in Raleigh. That action is past. Remember that in the past perfect, the action is completed.

Write the list of verbs on the chalkboard and have the students form the past perfect tense using the auxiliary verb **had** and the past participle.

Examples:

eat, had eaten
say, had said
give, had given
start, had started
betray, had betrayed
go, had gone
write, had written
count, had counted
walk, had walked
swim, had swum
take, had taken
left, had left

Answers:

1. had betrayed
2. had expected
3. had counted

UNIT 5, LESSON 2

4. had betrayed
5. had seen
6. had left
7. had spoken
8. had left
9. had been
10. had been

B. Emphasize again that a clause has a subject and a verb. A phrase has one or the other, a verb phrase (**had spoken**) or a prepositional phrase (**along the Temple wall**), but does not contain a subject and a verb. An independent clause is a complete thought. A dependent clause often has more words, but is not a complete thought and not a sentence.

IV. PRONUNCIATION

The vowel sound /ir/ /ur/ or /er/ as in **sir**, **fur**, **her**, and sometimes **or** is unique to English. It is difficult for the learner of English to pronounce. Help the students hear the sound before they attempt to reproduce it. A tape recorder will be helpful. Say the sound. Then have the students say it. This is a good way to help them hear the sound. This is very common in English and much practice will be required. Drill until it is mastered.

4. Judas told no one that he _____ Jesus. (betray)
5. The crowds would remember that they _____ miracles. (see)
6. Judas told the soldiers that Jesus _____ the city. (leave)
7. The soldiers knew that Judas _____ to Caiaphas. (speak)
8. After Judas _____, he wondered if it was the right thing to do. (leave)
9. The priests in the Temple _____ greedy. (be)
10. Before Judas came, the arrest of Jesus _____ a problem for Caiaphas. (be)

B. **A clause has a subject and a verb. Some sentences have independent and dependent clauses. Often the past tense is found in such sentences.**

Bold = Independent clause

Italic = Dependent clause

He said *that he had gone to the Temple.*

He answered *because he had studied the lesson.*

After Jesus had gone to the Temple, he went to the garden to pray.

IV. PRONUNCIATION

The sound **ir**, **ur** and **er**, as in **her**, **sir** and **fur**, and sometimes **or** as in **word**.

her	word	hurt	heard	bird
earth	world	burn	curl	birth
worse	were	learn	girl	further
first	work	earn	turn	first

The burn hurt the girl.

This is her first word.

Is the world worse?

Her work is further away than his.

UNIT 5. LESSON 2

V. WRITING

Maria was born in Russia. When she was 16, her father and brothers were killed. She was made to marry an older man that she did not know. After her children came she was asked to deny Christ. She refused and her home was taken away. She was driven out with no food. She prayed that God would some day let her live where she could be free to worship.

Do you know someone who has prayed to be free? Write a paragraph about that person.

VI. MEMORY VERSE

“Christ was without sin, but for our sake God made him share our sin in order that in union with him we might share the righteousness of God.”

2 Corinthians 5:21, GNB

VII. HOMEWORK

- A. Read the story and the dialogue.**
- B. Complete the verb chart. Use the pronoun they.**

Base form

They ran. They free. They promise. They betray.

Past question

Did they run? _____

Imperative

Run _____

Past

They ran. _____

Past perfect

They had run. _____

V. WRITING

Many have dreamed and prayed for freedom. Some have suffered to become free. Help them write about their own or someone else's dream of freedom.

VI. MEMORY VERSE

Assign and practice 2 Corinthians 5:21.

VII. HOMEWORK

- A. Read the story out of Luke 22:3-6. Have the students read the Bible at home. (Matthew 26:14-16)
- B. Did they free? Did they promise?
Free! Promise!
They freed. They promised.
They had freed. They had promised.
- Did they betray?
Betray!
They betrayed.
They had betrayed.

UNIT 5, LESSON 2

C. spread, had spread
taught, had taught
said, had said
lied, had lied
became, had become

- D. 1. Subject: Judas
Verb: betrayed
D.O.: Jesus
Preposition: for
O.P.: coins
2. Subject: Judas
Verb: wanted
D.O.: fighter
Preposition: for
O.P.: Messiah
3. Subject: Caiaphas
Verb: paid
D.O.: Judas
Preposition: for
O.P.: help
4. Subject: Jesus
Verb: taught
D.O.: people
Preposition: in
O.P.: Temple
5. Subject: Jesus
Verb: expected
D.O.: death
Preposition: during
O.P.: festival

C. Fill in the three forms of these verbs.

Present

spread

teach

say

lie

become

Past

Past Participle

D. Complete the sentence chart.

- Judas betrayed Jesus for 30 silver coins.
- Judas wanted a fighter for his Messiah.
- Caiaphas paid Judas for his help.
- Jesus taught the people in the Temple.
- Jesus expected death during the festival.

	Subject	Main Verb	D.O.	Preposition	O.P.
1.	Judas				
2.					
3.					
4.					
5.					

Unit 5, Lesson 3



RIOT



PROMISE



SECRET



PASSOVER



CHIEF PRIESTS



FESTIVAL


HAND
OVER


ARREST



OPPORTUNITY / CHANCE



DEATH



TO BETRAY

OBJECTIVES

Communication

Students should be able to use past perfect tense in questions and negative statements.

Grammar

Students should be able to understand and use:

1. Past perfect questions and negative forms.
2. Compare past, present perfect and past perfect tenses.
3. Simple and compound sentences.
4. Pronunciation of vowel /ai/ as in ice.

Writing

Students should be able to write about a soldier and his duty to his country.

- I. It was now two days before the Festival of Passover and Unleavened Bread. The chief priests and the teachers of the Law were looking for a way to arrest Jesus secretly and put him to death. "We must not do it during the festival," they said, "or the people might riot."

Mark 14:1-2, GNB

Then Judas Iscariot, one of the twelve disciples, went off to the chief priests in order to betray Jesus to them. They were pleased to hear what he had to say, and promised to give him money. So Judas started looking for a good chance to hand Jesus over to them.

Mark 14:10-11, GNB

- I. The Scripture for this lesson was taught in Lessons 1 and 2. Ask a student to read and discuss it with the class. Check the homework and the memory verses. Answer any questions.

UNIT 5. LESSON 3

- A. Read the dialogue. Remind students that the point of view of the soldiers is quite different from that of the Jews, the priests or the disciples. They do not want to serve in this faraway place. Discuss how they feel about the Passover. They are on edge and nervous and expect trouble. Who is Jesus to them?

Use the question-and-answer drills to make sure the students understand the dialogue.

- B. Orally answer the Reading Comprehension Questions.

A. Dialogue

ROMAN SOLDIER 1: I hate this duty during the Passover.

ROMAN SOLDIER 2: So do I. Have you been notified about tonight?

ROMAN SOLDIER 1: Yes. We are to arrest some man called Jesus.

ROMAN SOLDIER 2: Jerusalem is dangerous during this festival. All the Jews remember their nation when it was free. They expect someone to free them from Rome.

ROMAN SOLDIER 1: Any man could cause a riot, and our men could be killed.

ROMAN SOLDIER 2: Not before I kill my share of Jews. Emotions are too high this season.

ROMAN SOLDIER 1: Maybe Rome should name a new High Priest. We need someone who can control these people.

ROMAN SOLDIER 2: Caiaphas is sly. He wants to stay in power, so he obeys Rome. I've been in Jerusalem during the Passover for five years in a row.

ROMAN SOLDIER 1: I had hoped to return home before I had to do duty here. Do you think that this Jesus will fight us when we arrest him?

ROMAN SOLDIER 2: Who knows? He can never win against Rome.

B. Reading Comprehension Questions

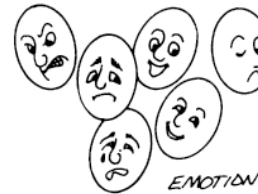
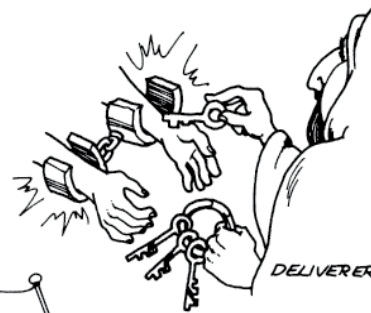
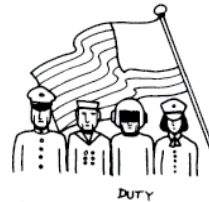
1. How does soldier number 1 like his military duty?
2. What happens tonight?
3. When is Jerusalem dangerous?
4. What do the Jews remember?
5. Are the Jews a free people?
6. What do they expect?
7. What do the soldiers want to avoid?
8. Why do they want to avoid a riot?
9. Do the soldiers like the Jews? How can you tell?
10. What runs high at this season?
11. What do the Roman soldiers want the high priest to do?
12. What does Caiaphas want to do?
13. How many years has soldier number 2 been in Jerusalem?
14. What are the soldiers worried that Jesus will do?

II. VOCABULARY

Nouns	Adjective
deliverer duty emotion	sly

A. Nouns

- deliverer**—a person who sets free or releases.
- duty**—a thing that is right to do.
- emotion**—a strong feeling of any kind. Love, hate, fear, anger, joy, grief are emotions.



B. Adjective

sly—able to fool, trick or deceive.

C. Fill in the blanks with the correct nouns or adjectives.

- The _____ businessman raised his prices and called for a sale.
- The Jews wanted a _____ to free them from Roman rule.
- Is love a stronger _____ than hate?
- A soldier tries to do his _____ for his country.

II. VOCABULARY

Teach the new words. Discuss the word **sly** and look for words that carry emotional impact. Name characters in history that have been called deliverers.

- sly
- deliverer
- emotion
- duty

III. GRAMMAR AND DRILL

- A. Drill the irregular verbs. Make a game of learning the three parts of each verb. Review the irregular verbs from the preceding chapters.

- B. From the list of irregular verbs, form the past perfect on the chalkboard. Have students make sentences using the past perfect question. Have students read the sentences orally.

Answers:

1. Had he written his mother?
2. Had they seen the boat?
3. Had John eaten his fish?
4. Had Jesus taught in the Temple?
5. Had Mary sown the seed in the garden?

III. GRAMMAR AND DRILL

- A. **Irregular verbs have irregular past participles. They must be memorized.**

Present	Past	Past Perfect
feed	fed	fed
free	freed	freed
grow	grew	grown
give	gave	given
hurt	hurt	hurt
lose	lost	lost
rise	rose	risen
sink	sank	sunk
sow	sowed (sown)	sown
spend	spent	spent

- B. **Questions using the past perfect form place the auxiliary verb had before the subject.**

Example:

Caiaphas **had paid** Judas.

Had Caiaphas paid Judas?

The disciples **had believed** that Jesus would die.

Had the disciples believed that Jesus would die?

Change to questions

1. He had written his mother.

2. They had seen the boat.

3. John had eaten his fish.

4. Jesus had taught in the Temple.

5. Mary had sown the seed in the garden.

C. Negatives are formed by placing **not** after the auxiliary. The contracted form **hadn't** is generally used in conversation.

Example:

- Caiaphas **had planned** to arrest Jesus this soon.
 Caiaphas **hadn't planned** on arresting Jesus this soon.
- Judas **had told** the others.
 Judas **hadn't told** the others.

Change to negatives

1. He had seen his mother.

2. They visited the Temple.

3. Peter had talked to his friends about Jesus.

D. Comparison of the past, present perfect and past perfect tenses.

Past tense: used for a definite time in the past "Jesus was in Jerusalem during Passover"
 Used for specific details.

Present perfect: a general or indefinite past ("Have you ever been to Jerusalem?") No details about when. Action began in past and continues.

Past perfect: the "past" of the past.

Examples:

- past tense: Jesus went to Jerusalem for Passover.
 present perfect: Jesus has been in Jerusalem for days. (He's still there.)
 past perfect: Jesus had gone to Jerusalem even though he knew he would die.
- past tense: Judas betrayed Jesus.
 present perfect: Judas has followed Jesus as his disciple.
 past perfect: Judas had wanted Jesus to free the Jews from Rome, but Jesus did not.

C. From the same list, have students form the negative. Orally, use the contraction until it "sounds right" to the students.

Answers:

1. He hadn't seen his mother.
2. They hadn't visited the Temple.
3. Peter hadn't talked to his friends about Jesus.

D. Review the tenses. Help students feel comfortable using the correct tense. Many are unsure about this part of English.

UNIT 5, LESSON 3

Answers:

1. was
2. has planned
3. wanted
4. had preached
5. had listened
6. has listened
7. has sown
8. have grown
9. had fed
10. have spent

E. Make many sentences with the coordinating conjunctions. Have the students make their own compound sentences.

F. Have the students underline the independent clauses and circle the coordinating conjunctions. Have students read orally each independent clause.

Example:

The disciples followed Jesus and they learned about God.

Choose the correct tense and fill in the blanks:

1. It _____ two days before the festival.
be
2. Caiaphas _____ to get rid of Jesus after Passover.
plan
3. He _____ to arrest Jesus secretly.
want
4. Jesus _____ for three years before he was arrested.
preach
5. Judas went to Caiaphas after he _____ to Jesus in Jerusalem.
listen
6. Peter _____ to Jesus in the Temple courtyard.
listen
7. Jesus _____ seeds of love in the hearts of the people.
sow
8. The disciples _____ to love Jesus.
grow
9. The crowds knew that Jesus _____ 5,000 people.
feed
10. I _____ a lot of time learning English.
spend

E. **A simple sentence has one independent clause. It has only one subject and verb.**

Simple sentences:

Caiaphas paid Judas silver coins.

Caiaphas and Annas have been high priests.

F. **A compound sentence has two or more independent clauses joined by a comma and a coordinating conjunction. Coordinating conjunctions are: and, or, for, but, nor and yet.**

Compound sentences:

1. The disciples followed Jesus, **and** they learned about God.
2. Jesus loved his disciples, **but** he knew one would betray him.

3. You can come with us, **or** you can stay in Jerusalem.
4. I couldn't understand, **nor** could I believe that Jesus would be killed.
5. I am late, **for** I overslept.
6. Jane is a good runner, **yet** she lost the race.

IV. PRONUNCIATION

The vowel /i/ as in **ice**.

die	my	quite	night	idea
lie	by	fight	might	eye
tie	ice	time	right	I
pie	dice	lime	sight	rice

That was quite a night.
He has his eye on that pie.
My idea is right.

V. SEQUENCE

Tell the story in your own words.

VI. ADAPTATION

1. What is your favorite spring festival?
2. Is it a religious festival?
3. How is spring celebrated in your country?
4. Rome conquered the homeland of the Jews. How would you feel if foreign soldiers controlled your land?

VII. WRITING

Write a story about your country. Write at least 10 sentences.

VIII. MEMORY VERSE

"Christ is the visible likeness of the invisible God. He is the first-born Son, superior to all created things."

Colossians 1:15, GNB

IV. PRONUNCIATION

Practice the long sound of the vowel. Talk about the different spellings. This is a diphthong (ai).

V. SEQUENCE

Ask the students to tell the story. See if anyone can help with the sequencing of the events of the week before the Passover as told by Mark.

VI. ADAPTATION

Encourage a class discussion by using the adaptation questions. If the students are involved in the discussion, they will need some words that they do not know. Supply them, but stay in the background and avoid teacher talk time.

VII. WRITING

Begin by writing the model story about the United States on the chalkboard.

Example:

The capital of the United States is Washington, D.C. Each state also has a capital city.

VIII. MEMORY VERSE

Discuss and assign Colossians 1:15.

Unit 5, Practice Exercises

I. Work orally with each exercise. Take turns allowing students to give answers.

- A. 1. , and 4. , for
 2. , yet 5. , nor
 3. , or 6. , but

- B. 1. more secret than, the most secret
 2. bigger than, the biggest
 3. more troubled than, the most troubled
 4. greater than, the greatest

- C. 1. hadn't heard
 2. hadn't known
 3. hadn't seen
 4. hadn't given up
 5. hadn't eaten

I. EXERCISES

A. Use a comma and a conjunction between two independent clauses that form a compound sentence.

1. A teacher of the Law listened to Jesus _____ he agreed with His answer.
2. The priests say they love God _____ they cheat the people.
3. You can believe in Jesus _____ you can deny he is the Son of God.
4. I am not going to the Temple right now _____ I am too tired.
5. The chief priests won't worship God _____ will they help God's people.
6. The Jews wanted a Messiah _____ they wanted one to free them from Rome.

B. Fill in the chart with the comparative and superlative forms of the adjectives.

	Positive	Comparative	Superlative
Ex.: sad		sadder than	the saddest
1. secret		_____ than _____	the _____
2. big		_____	_____
3. troubled		_____	_____
4. great		_____	_____

C. Place the past perfect negative form in the blanks.

Example:

Ann hadn't gone to the movie as I thought. (go)

1. The disciples _____ that Judas betrayed Jesus for thirty pieces of silver. (hear)
2. Judas _____ what to do about Jesus, so he went to Caiaphas. (known)
3. Some teachers of the law _____ that Jesus was the Son of God. (see)
4. Caiaphas _____ up trying to find a way to arrest Jesus. (to give)
5. The soldiers _____ before they went on duty. (eat)

UNIT 5, PRACTICE EXERCISES

D. Change these sentences into past perfect questions.

Example:

Did he go home?

Had he gone home?

1. Did he grow up in Galilee?

2. Did Jesus lose a disciple?

3. Did the soldiers sleep before arresting Jesus?

4. Did Judas lead them to Jesus?

5. Did he have time to spend the money?

E. Fill in the prepositions necessary to complete the meaning of the sentences.

1. Jesus walked _____ Jerusalem.

2. He went _____ the Temple _____ his disciples.

3. _____ the day, Jesus taught the crowds.

4. The people crowded _____ Jesus.

5. The Pharisees waited _____ Jesus to come.

6. The Temple was _____ Jerusalem.

7. Jesus sat _____ front _____ the people.

8. Look _____ Jesus and tell me where he is.

9. The disciples stayed _____ Jesus.

10. It was two days _____ the Passover.

- D. 1. Had he grown up in Galilee?
2. Had Jesus lost a disciple?
3. Had the soldiers slept before arresting Jesus?
4. Had Judas led them to Jesus?
5. Had he had time to spend the money?

- E. 1. to
2. to, with
3. During
4. near
5. for
6. in
7. in, of
8. for
9. with (near, nearby)
10. before

UNIT 5, PRACTICE EXERCISES

- F. 1. moneychangers/crowds/Passover
 2. Caiaphas/Judas/day
 3. Pharisees/ /Sadducees
 4. people/Jesus/life
 5. Jesus/death/followers

F. **Nouns are used as subjects, direct objects, and objects of prepositions in these sentences. Read the sentences. Then write the nouns in the correct places.**

Example:

Jesus taught the people in the Temple.
 Subj. D.O. O.P.

1. The moneychangers cheated the crowds during Passover.
2. Caiaphas paid Judas early in the day.
3. The Pharisees met with the Sadducees.
4. The people followed Jesus during his life.
5. Jesus predicted his death to his followers.

	Subject	D.O.	O.P.
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

- G. 1. become/became/become
 2. catch/caught/caught
 3. eat/ate/eaten
 4. feed/fed/fed
 5. grow/grew/grown
 6. go/went/gone
 7. leave/left/left

G. **Fill in the irregular verb chart.**

	Present	Past	Past Participle
Ex.: sow		sown	have/had sown
1. become			have/had
2. catch			have/had
3. eat			have/had
4. feed			have/had
5. grow			have/had
6. go			have/had
7. leave			have/had

UNIT 5, PRACTICE EXERCISES

- | | | |
|-----------|-------|----------|
| 8. lose | _____ | have/had |
| 9. rise | _____ | have/had |
| 10. write | _____ | have/had |

8. lose/lost/lost
9. rise/rose/risen
10. write/wrote/written

H. Using one of the coordinating conjunctions, combine the two sentences into one compound sentence. (and, but, nor, or, for, yet)

1. Jesus knew that he would die.
He continued on to Jerusalem.

2. Judas betrayed Jesus.
He wanted a warlike Messiah.

3. Crowds followed Jesus.
Many believed.

4. Jesus knew he must obey the will of God.
Many would not know of God's love.

5. I don't want to obey all those rules.
Will I?

6. I will die in Jerusalem.
I will rise again on the third day.

- H. 1. Jesus knew that he would die, yet he continued on to Jerusalem.
2. Judas betrayed Jesus, for he wanted a war-like Messiah.
3. Crowds followed Jesus, and many believed.
4. Jesus knew that he must obey the will of God, or many would not know of God's love.
5. I don't want to obey all those rules, nor will I.
6. I will die in Jerusalem, but I will rise again on the third day.

UNIT 5. PRACTICE EXERCISES

- I. He is arresting. He is saying.
 He was arresting. He was saying.
 He has arrested. He has said.
 He had arrested. He had said.
 Arrest! Say!
 To arrest - To say
 Did he arrest? Did he say?
 He'll arrest He'll say
 He won't arrest. He won't say.
- He is sleeping.
 He was sleeping.
 He has slept.
 He had slept.
 Sleep!
 To sleep
 Did he sleep?
 He'll sleep
 He won't sleep.

I. Fill in the verb chart. Use the pronoun he.

Base form

He teaches.

He arrests.

He said.

He sleeps.

Present continuous

He is teaching.

Past continuous

He was teaching.

Present perfect

He has taught.

Past perfect

He had taught.

Imperative

Teach!

Infinitive

To teach

Past question

Did he teach?

Future

He'll teach.

Future negative

He won't teach.

UNIT 5, PRACTICE EXERCISES

II. VOCABULARY

Nouns		Verbs	
chance	opportunity	to arrest, arrested	to hand over, handed over
death	Passover	to betray, betrayed	to promise, promised
deliverer	prophet	to calm, calmed	to realize, realized
duty	riot	to count, counted	to riot, rioted
emotions	secret	to die, died	to silence, silenced
favor	soldiers	to expect, expected	to threaten, threatened
festival	traitor	to free, freed	to wonder, wondered
master	troublemaker	to get rid of, got rid of	
Messiah	unleavened		
Rome	bread		
Adjective		Adverb	Preposition
sly		secretly	during

III. RELATED WORDS

A. The following words will help you to understand sentences in the next lesson.

Adjective	Noun	Verb	Adverb
	betrayal	to betray	
free	freedom	to free	freely
wonderful	wonder	to wonder	
dead	death	to die, died	deadly

B. These sentences use the words in the preceding list.

- Noun: The **betrayal** of Jesus was part of God's plan.

Verb: Judas **betrayed** his master.
- Adjective: The bakery gave **free** bread to the poor.

Noun: Most people want **freedom**.

Verb: Please **free** those in prisons.

Adverb: He talks **freely** with his friends.

II. VOCABULARY

These are the new words taught in Unit 5. Review pronunciation and check students' comprehension of meaning.

III. RELATED WORDS

Read over the related words and the sentences. Help the students be able to use the related words and to recognize their value.

Teacher can also add other related words, such as traitorous, traitor, and traitorously.

UNIT 5, PRACTICE EXERCISES

- | | | |
|----|------------|--|
| 3. | Adjective: | The Bible is a wonderful book. |
| | Noun: | The wonder of God's world is good to share. |
| | Verb: | The Pharisees wondered why Judas would help them. |
| 4. | Adjective: | He saw a dead tree along the road. |
| | Noun: | The Jewish leaders wanted death for Jesus. |
| | Verb: | Jesus died upon a cross. |
| | Adverb: | Forty degrees below zero is a deadly cold night. |

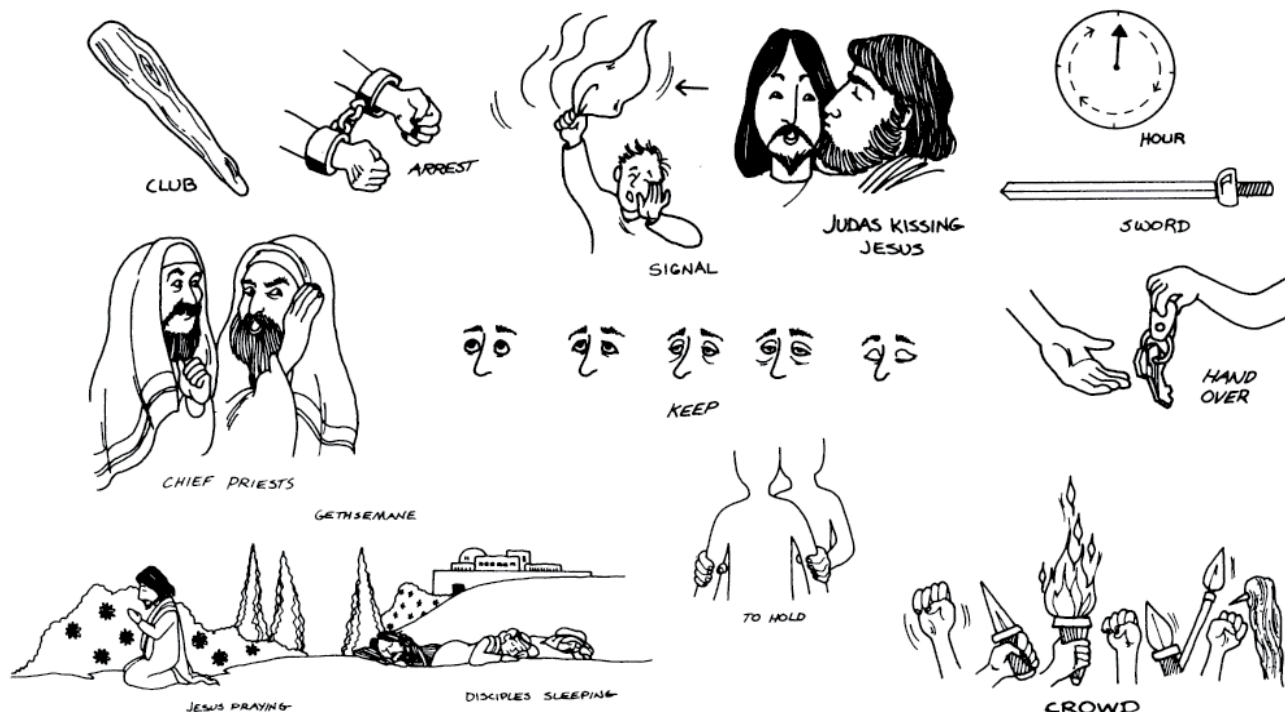
IV. A DEEPER LOOK

Lead students to discuss the questions.
Encourage conversation.

IV. A DEEPER LOOK

- A. Who was Judas?
- B. Why did he betray Jesus?
- C. Why did the religious leaders want to arrest Jesus secretly?
- D. Was the money important to Judas?
- E. How did the Jews feel about Roman soldiers?
- F. What kind of freedom did Jesus offer the Jews?
- G. Do people betray Jesus today?

Unit 6, Lesson 1



OBJECTIVES

Communication

Students should be able to:

1. Ask and answer questions about Jesus in prayer.
2. Discuss sleep.

Grammar

Students should be able to understand and use:

1. The indirect object.
2. More irregular verbs.
3. Pronunciation of sound /oi/ as in toy.

Writing

Students should be able to write about sleeping through something important.

I. They came to a place called Gethsemane, and Jesus said to his disciples, "Sit here while I pray."

Then he came back to the disciples and found them asleep; they could not keep their eyes open. And they did not know what to say to him.

When he came back the third time, he said to them, "Are you still sleeping and resting? Enough! The hour has come! Look, the Son of Man is now being handed over to the power of sinful men. Get up, let us go. Look, here is the man who is betraying me!"

Jesus was still speaking when Judas, one of the twelve disciples, arrived. With him was a crowd armed with swords and clubs and sent by the chief priests, the teachers of the Law, and the elders. The traitor had given the crowd a signal: "The man I kiss is the one you want. Arrest him and take him away under guard."

As soon as Judas arrived, he went up to Jesus and said, "Teacher!" and kissed him. So they arrested Jesus and held him tight.

Mark 14:32, 40-46, GNB

UNIT 6, LESSON 1

- A. Read the dialogue. Then have students read the dialogue. Use the question-and-answer drills to be sure the students understand the story.

- B. Use the core sentences for further understanding of the story and for pronunciation practice.

- C. Discuss the Scripture and the Reading Comprehension Questions. As much as possible, encourage the students to discuss the Scripture, prayer, the disciples' belief in Jesus and the arrest.

A. Dialogue

- PETER: Wake up! Jesus asked us to keep watch while he prayed.
- JAMES: I am so tired. I can hardly keep my eyes open. How can Jesus pray all night? He needs sleep, too.
- JOHN: He said many sad things tonight. There was much talk about death and blood. It makes me think.
- PETER: I know. You heard him say I would deny that he is my master. I would never do that.
- JAMES: Don't talk so much. We can keep watch and still be quiet. We don't have to worry. Jesus has great power. No one can hurt him.
- PETER: Shhh. Just rest.
- (They all fall asleep)

B. Core Sentences

1. Jesus went to Gethsemane.
2. He prayed all night.
3. The disciples fell asleep.
4. They did not keep watch for Jesus.
5. When Jesus found them sleeping, they did not know what to say to him.
6. They were embarrassed.
7. "The hour has come!" Jesus said.
8. Jesus knew he would be arrested.
9. He saw Judas.
10. Judas had brought a crowd.
11. The crowd had swords and clubs.
12. Judas gave a signal to the soldiers.
13. It was a kiss.
14. Judas kissed Jesus.
15. Jesus was arrested.

C. Reading Comprehension Questions

1. Where did Jesus go?
2. Why did he go there?
3. What did he ask the disciples to do?
4. How did the disciples feel?

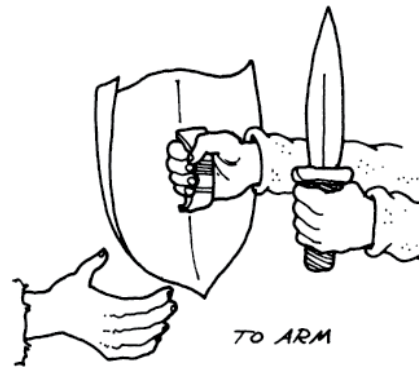
5. What did they do?
6. How many times did Jesus wake them up?
7. What does "the hour has come" mean?
8. Who arrived?
9. How many were with him?
10. What did they carry?
11. What was the signal?
12. What did Judas call Jesus?
13. Who sent the crowd?
14. What happened to Jesus that night?
15. Why did Jesus pray before he was taken?

II. VOCABULARY

Nouns	Verbs	Adjectives	Adverb
blood club eyes Gethsemane hour power signal sword	to arm, armed to deny, denied to embarrass, embarrassed to hold, held to keep, kept to kiss, kissed	sinful tight embarrassed	tightly
		Opposites	
		open closed tight loose quiet noisy	

A. Action Verbs

1. **to arm, armed**—to supply with weapons; to take up weapons; to prepare for war or battle.
 - a. The soldier **arms** himself with a gun.
 - b. The leaders **armed** the men who arrested Jesus.
 - c. The leader **will arm** the soldiers for the battle.
 - d. **Has** John **armed** the men with swords?
 - e. The crowd **had armed** itself before going out to arrest Jesus.



II. VOCABULARY

- A. Teach the action verbs. Let the students read the sentences and discuss the verbs. One way to drill the verb is to write a list of the tenses such as present, present continuous, etc., on the chalkboard and have students form the statement, question and the negative of all the new verbs. Challenge students to do it rapidly.

UNIT 6, LESSON 1

2. **to deny, denied**—to say something is not true; refuse to give or accept.

- a. The religious leaders **deny** Jesus a fair trial.
- b. They **denied** that Jesus was the Son of God.
- c. Jesus said, "Peter, you **will deny** me."
- d. **Have** you **denied** the charges against you?
- e. Peter **had denied** knowing Jesus three times.



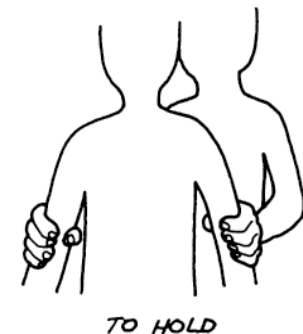
3. **to embarrass, embarrassed**—to make uneasy or ashamed; to make self-conscious.

- a. Your stories **embarrass** me.
- b. Ann's angry words **embarrassed** her friends.
- c. He **will not embarrass** his disciples.
- d. He **has embarrassed** his brother by not fighting.
- e. Ted **had embarrassed** his parents.



4. **to hold, held**—to grasp and keep.

- a. **Hold** him!
- b. The men **held** him.
- c. They **will hold** on to Jesus all the way back to Jerusalem.
- d. No man **has held** Jesus before.
- e. They **had held** the new baby only once.



5. **to keep, kept**—to have for a long time; continue to hold.

- a. **Keep** your eyes open!
- b. The disciples **kept** the words of Jesus in their hearts.
- c. **Will** you **keep** learning English?
- d. Mary **has kept** her promise to come today.
- e. Peter **had not kept** his promise to stay awake.

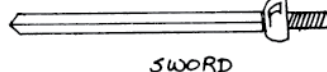


6. **to kiss, kissed**—to touch with the lips as a sign of love.
 - a. “Arrest the man that Judas **kisses**,” the religious man said.
 - b. Judas **kissed** Jesus.
 - c. Judas **will not kiss** anyone else.
 - d. I **have kissed** my son many times.
 - e. After I **had kissed** the children goodnight, I put out the light.



B. Nouns

1. **blood**—the red liquid from a human or animal that flows through veins and arteries.
2. **club**—a heavy stick of wood.
3. **eyes**—the organ of the body by which people see.
4. **Gethsemane**—a garden near Jerusalem where Jesus was betrayed and arrested.
5. **hour**—time, 60 minutes.
6. **power**—strength; force; might.
7. **signal**—to sign to give notice or point out.
8. **sword**—a weapon with a long blade.



Fill in the blanks using the correct nouns.

1. The man gave his _____ to his son.
2. They left Jerusalem and went to the Garden of _____.
3. The _____ was a kiss.
4. They were armed with _____ and _____.
5. The disciples would not keep their _____ open.
6. Jesus said, “The _____ has come.”
7. God gave Jesus great _____ to heal and help others.

B. Teach the nouns. Remind students once again of the three major places in a sentence that nouns are used, subject position, object position and object of the preposition position.

1. blood
2. Gethsemane
3. signal
4. clubs, swords
5. eyes
6. hour
7. power

UNIT 6, LESSON 1

- C. Teach the adjectives. Most of these will be familiar. Review the opposites. Help students choose the correct adjective.

1. open—closed
2. tight—loose
3. quiet—noisy

III. GRAMMAR AND DRILL

- A. The indirect object answers the question of “to whom” or “to what.” The direct object answers the question of “what” and “whom” for the verb.

Example:

The traitor had given the crowd a signal.

Form a mental question:

The traitor had given “what”? A signal.
 “Who” was given a signal? The crowd.
 “To whom” was the signal given. The crowd.

Signal is the direct object because it tells what was given and **crowd** is the indirect object because it tells to whom it was given.

1. Answers:
 - b. Subject: Caiaphas
 Verb: gave
 I.O.: Judas
 D.O.: the silver
 - c. Subject: Peter
 Verb: sold
 I.O.: John
 D.O.: his nets

C. Adjectives as Opposites. Fill in the blanks.

1. If the gate to the garden was not closed, then it was _____.
2. The ropes were _____ they were not _____.
3. Before the crowd came, the garden was _____; after they came it was _____.

III. GRAMMAR AND DRILL

- A. Verbs can be followed by a direct object (D.O.) and an indirect object (I.O.). The indirect object usually comes before the direct object and is not preceded by **to** or **for**.

The direct object receives the action of the verb directly. It can be identified by asking **what** or **whom** after the verb.

Jesus taught his disciples.

Jesus taught **whom**? **Disciples** answers this question. It is the direct object.

John caught the fish.

John caught **what**? **Fish** answers the question and is the direct object.

Indirect objects receive the action of the verb indirectly. They can be identified by asking to whom or to what.

Mary gave Sarah the coat.

To whom did Mary give the coat? **Sarah** answers the question and is the indirect object.

The boy gave Andrew his food.

To whom did the boy give his food? **Andrew** is the answer and is the indirect object.

Mother sent the boy some money.

To whom did Mother send some money? **Boy** answers the question and is the indirect object.

1. In the following sentences identify the subjects, verbs, indirect objects and direct objects. List them in the table below.
 - a. Jesus told his disciples the truth.
 - b. Caiaphas gave Judas the silver.
 - c. Peter sold John his nets.

	Subject	Main Verb	I.O.	D.O.
a.	Jesus	told	his disciples	the truth
b.				
c.				

2. Read the sentences and fill in the chart with the correct words.

- a. Jesus taught the disciples prayer.
- b. Martha gave Jesus some food.
- c. John gave Mary a home.
- d. God gives me peace.
- e. Throw me the ball.

	Subject	Main Verb	I.O.	D.O.
a.	_____	_____	_____	_____
b.	_____	_____	_____	_____
c.	_____	_____	_____	_____
d.	_____	_____	_____	_____
e.	_____	_____	_____	_____

3. Another way to check for an indirect object is to form a prepositional phrase using **to** or **for** with the indirect object. The prepositional phrase usually follows the direct object.

The traitor had given the crowd a signal.
The traitor had given a signal **to the crowd**.

Write the five sentences above using a prepositional phrase.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. a. Subject: Jesus
Verb: taught
I.O.: the disciples
D.O.: prayer
- b. Subject: Martha
Verb: gave
I.O.: Jesus
D.O.: some food
- c. Subject: John
Verb: gave
I.O.: Mary
D.O.: a home
- d. Subject: God
Verb: gives
I.O.: me
D.O.: peace
- e. Subject: (you)
Verb: Throw
I.O.: me
D.O.: the ball

3. Explain the additional check for an indirect object. Help students make sentences orally before writing them.

UNIT 6, LESSON 1

B. Continue to practice the irregular verbs.
Drill with the present perfect and the past perfect forms.

Answers:

1. had borne
2. had begun
3. had bought
4. had held
5. had made
6. had won

B. Memorize these irregular verbs.

Present	Past	Past Participle
bear	bore	borne
begin	began	begun
break	broke	broken
buy	bought	bought
find	found	found
hold	held	held
keep	kept	kept
make	made	made
wake	woke, waked	waked
win	won	won

Fill in the blanks with the past perfect form.

Example:

The woman _____ to cook the fish. (begin)

The woman had begun to cook the fish.

1. Jesus _____ our sins. (bear)
2. The trial of Jesus _____ the night before. (begin)
3. Caiaphas _____ the traitor's help. (buy)
4. The soldiers _____ Jesus tight. (hold)
5. Judas knew he _____ a mistake. (made)
6. Caiaphas thought that he _____. (win)

IV. PRONUNCIATION

Teach the vowel sound. Call attention to the two spellings, **oi** and **oy**.

IV. PRONUNCIATION

The sound of /oi/ as in **toy**.

choice	boy	boil	noise	spoil	coy
voice	toy	foil	coin	oil	Roy
rejoice	joy	toil	joint	broil	soy

Judas betrayed for 30 coins.

The boy had a toy.

Lift your voice and rejoice.

Will Roy boil or broil the fish?

UNIT 6, LESSON 1

V. WRITING

Write about a time when you or someone you know slept through something important.

Example:

Sam was excited. He was getting married the next day. The wedding was at 10:00 a.m. Sam went to bed early, but could not go to sleep. He kept thinking about the things he had to do the next morning.

At 3:00 a.m. Sam thought about setting the clock, but it was in his suitcase. He was sure he would not oversleep.

The phone rang at 9:30. Someone asked, "Sam, where are you? We're at the church waiting to take pictures."

VI. MEMORY VERSE

"God is faithful."

1 Corinthians 1:9, KJV

VII. HOMEWORK

A. Read again the Bible story and the dialogue. Read Matthew 26:36-38 and Matthew 26:47-50. Also read Luke 22:39-51.

B. Complete the verb chart, using the pronoun they.

Base form	<u>They hold</u>	<u>They keep</u>	<u>They deny</u>
Present question	<u>Do they hold?</u>	_____	_____
Past question	<u>Did they hold?</u>	_____	_____
Past negative	<u>They didn't hold.</u>	_____	_____
Future question	<u>Will they hold?</u>	_____	_____
Infinitive	<u>To hold</u>	_____	_____
Imperative	<u>Hold!</u>	_____	_____
Present perfect	<u>They have held.</u>	_____	_____
Past perfect question	<u>Had they held?</u>	_____	_____

Make a verb chart in your notebook. Use the pronoun **they** with **wake**, **break**, and **buy**.

V. WRITING

Discuss the writing assignment. Help the students write about themselves in a non-threatening way.

VI. MEMORY VERSE

Assign 1 Corinthians 1:9.

VII. HOMEWORK

A. Assign Matthew 26:36-38 and Matthew 26:47-50 to be read. Encourage the class to read Luke 22:39-51.

B. Do they keep? Do they deny?
 Did they keep? Did they deny?
 They didn't keep They didn't deny
 Will they keep? Will they deny?
 To keep To deny
 Keep! Deny!
 They have kept They have denied
 Had they kept? Had they denied?

Help the students make and complete a verb chart in their notebooks.

UNIT 6, LESSON 1

- C. 1. Subject: Judas
Verb: betrayed
D.O.: Jesus
Prep.: for
O.P.: money
2. Subject: Jesus
Verb: had given
I.O.: teachers
D.O.: answer
3. Subject: (you)
Verb: love
D.O.: the Lord your God
Prep.: with
O.P.: heart
4. Subject: No one
Verb: asked
I.O.: Jesus
D.O.: questions

C. Complete the sentence chart.

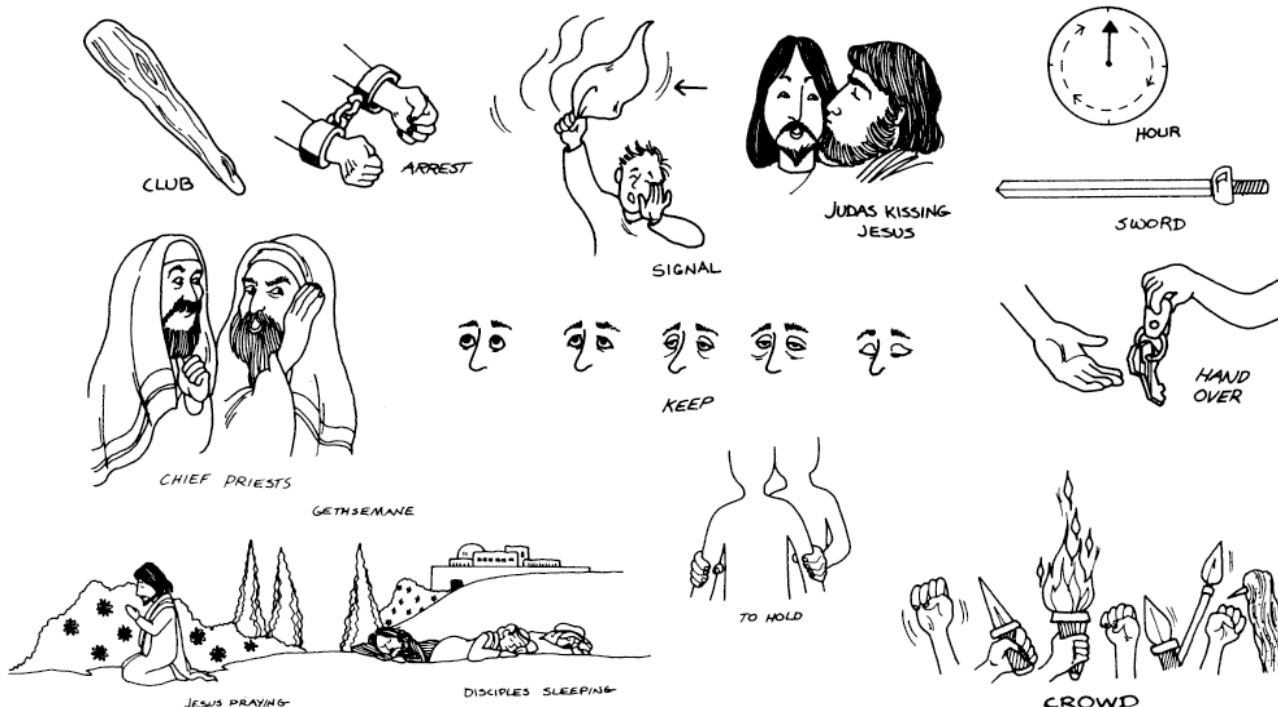
Example:

Jesus taught me the love of God.

1. Judas betrayed Jesus for money.
2. Jesus had given the teachers a good answer.
3. Love the Lord your God with all your heart.
4. No one asked Jesus any more questions.

	Subject	Main Verb	I.O.	D.O	Prep.	O.P.
	Jesus	taught	me	love	of	God
1.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____

Unit 6, Lesson 2



OBJECTIVES

Communication

Students should be able to:

1. Ask and answer questions about the story.
2. Use the correct personal pronouns.

Grammar

Students should be able to understand and use:

1. Review of the past perfect.
2. The indirect object.
3. Review of the personal pronouns.
4. Verbs that take direct and indirect objects.
5. Pronunciation of sound /ow/ as in cow.

- I. Review the Scripture, the core sentences and the vocabulary. Go over the homework and the memory verses.

I. They came to a place called Gethsemane, and Jesus said to his disciples, "Sit here while I pray."

Then he came back to the disciples and found them asleep; they could not keep their eyes open. And they did not know what to say to him.

When he came back the third time, he said to them, "Are you still sleeping and resting? Enough! The hour has come! Look, the Son of Man is now being handed over to the power of sinful men. Get up, let us go. Look, here is the man who is betraying me!"

Jesus was still speaking when Judas, one of the twelve disciples, arrived. With him was a crowd armed with swords and clubs and sent by the chief priests, the teachers of the Law, and the elders. The traitor had given the crowd a signal: "The man I kiss is the one you want. Arrest him and take him away under guard."

As soon as Judas arrived, he went up to Jesus and said, "Teacher!" and kissed him. So they arrested Jesus and held him tight.

Mark 14:32, 40-46, GNB

UNIT 6, LESSON 2

- A. Have several students read the dialogue after you have modeled it. Discuss and use the question-and-answer drills to check comprehension.

A. Dialogue

- TOM: Have you heard the news? Jesus was arrested last night.
- BOB: What? Tell me how it happened.
- TOM: One of his disciples, Judas Iscariot, betrayed him to Caiaphas.
- BOB: Where is Jesus now? Will he have a trial? Maybe we can go to it.
- TOM: The religious leaders have already tried him. They didn't follow their rules when they tried him. He is to go before Pilate now. Caiaphas wants Jesus crucified, but only the Romans can give the death penalty.
- BOB: I don't understand. Jesus is a good person. What was his crime? He is neither thief nor murderer.
- TOM: The Romans are afraid of a riot and a revolution. They fear Jesus will try to become a king.
- BOB: But Jesus talked only about the kingdom of God. Did they arrest any of the disciples?
- TOM: No. I understand they ran away. Come on! Let's go see what we can find out.
- BOB: Okay. Let's go to Pilate's court.

- B. Read and discuss the core sentences.

NOTE: These are based on the scripture and the dialogue.

B. Core Sentences

1. The religious leaders arrested Jesus at night.
2. Judas led the soldiers to Jesus.
3. He betrayed Jesus with a kiss.
4. The soldiers took Jesus to Caiaphas.
5. The religious leaders broke their rules as they tried Jesus.
6. They wanted to kill him.
7. The religious leaders sent Jesus to Pilate.
8. Pilate is the Roman ruler.
9. Only the Romans can give the death penalty.
10. The religious leaders said Jesus wanted to be the king.
11. The Romans were afraid of a riot and a revolution.
12. The disciples were not arrested.
13. They ran away.

C. Reading Comprehension Questions

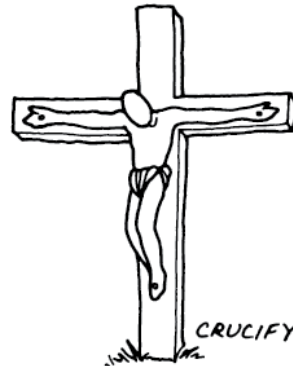
1. What happened to Jesus during the night?
2. How did the soldiers of the religious leaders find Jesus?
3. What signal did Judas give the soldiers?
4. Where was Jesus taken?

II. VOCABULARY

Nouns	Verbs
murderer penalty revolution trial thief	to crucify, crucified to try, tried

A. Action Verbs

1. **to crucify, crucified**—to put to death by nailing the hands and the feet to a cross.
 - a. Only the Romans **can crucify** Jesus.
 - b. They **crucified** Jesus in the morning.
 - c. Jesus has said, “They **will crucify** me in Jerusalem.”
 - d. “Oh no! They **have crucified** our master,” the disciples said.
 - e. Before the Passover began, they **had crucified** Jesus.



- C. Read the Reading Comprehension Questions and help students with answers. Let students ask and answer the questions with each other.

II. VOCABULARY

Teach the vocabulary, both nouns and verbs, taken from the dialogue. Much of the language is now “court” language. Discuss the trial of Jesus.

UNIT 6, LESSON 2

2. **to try, tried**—to attempt to do; to settle by test or trial.

- “Try** Jesus immediately,” they said.
- The religious leaders **tried** Jesus during the night.
- Pilot **will try** him in a Roman court.
- Have** the Romans **tried** Jesus yet?
- They **had tried** and had crucified Jesus before the people knew it.



B. Nouns

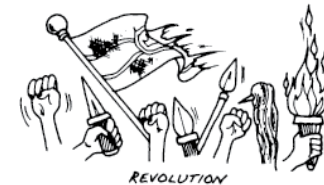
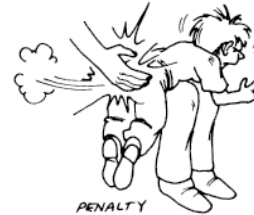
1. **murderer**—a person who kills another.

2. **penalty**—a punishment.

3. **revolution**—complete overthrow of a government.

4. **thief**—a person who steals.

5. **trial**—the examining and deciding of case by a law court.



Answers:

- murderer
- thief
- trial
- revolution
- penalty

Fill in the blanks using the correct nouns.

Jesus was arrested but he was not a _____(1) nor a _____(2). The Romans held a _____(3) for Jesus. Jesus did not come to start a _____(4) or a war, but to share God's message of love. After the trial, the _____(5) was death by crucifixion.

III. GRAMMAR AND DRILL

A. Review of the past perfect tense. Change these sentences so they begin with He answered that.

Example:

He prayed all night.

He answered that he had prayed all night.

1. He was tired.

2. He slept.

3. The hour came.

4. Jesus was calm.

5. Judas betrayed him.

B. Change these sentences so they begin with He replied that, and are past perfect negative. Use contractions.

Example:

Peter gave the bread to the boy.

He replied that Peter hadn't given the bread to the boy.

1. John was asleep.

2. The soldier held Jesus loosely.

3. They took him to Pilate.

III. GRAMMAR AND DRILL

A. Review the past perfect tense. Remind the students that the past perfect of the verb **to be** is **had been**.

Answers:

1. He answered that he had been tired.

2. He answered that he had slept.

3. He answered that the hour had come.

4. He answered that Jesus had been calm.

5. He answered that Judas had betrayed him.

B. Have the students read the sentences aloud.

Answers:

1. He replied that John hadn't been asleep

2. He replied that the soldier hadn't held Jesus loosely.

3. He replied that they hadn't taken him to Pilate.

UNIT 6, LESSON 2

4. He replied that they hadn't tried Jesus during the day.
 5. He replied that Pilate didn't know Jesus.
- C. As the student learns about the indirect object, it is important to review the personal pronouns in the object form. Help the students see that personal pronoun subjects go in the "subject slot" and personal pronoun objects go in the "object slot" of a sentence. To review these, use the sentences in Grammar and Drill, just done orally with the past perfect. Have students change the nouns to the correct subject or object pronouns. Put one line under the subject, two lines under object. Have students write sentences in their notebooks.

Example:

Peter gave the bread to the boy.

He gave it to the boy.

Answers:

1. He was asleep.
 2. He held him loosely.
 3. They took him to Pilate.
 4. They tried him during the day.
 5. He knew him.
- D. 1. Some verbs can take a **direct** and an **indirect object**.

Examples:

Jesus allows us freedom to pray.

Peter had brought many listeners.

The judge denies the woman a trial.

Help the student make sentences using these verbs with an indirect object and a direct object.

4. They tried Jesus during the day.

5. Pilate knew Jesus.

- C. **The direct object is usually a thing and the indirect object is usually a person. Often pronouns are substituted for the direct and indirect objects.**

Caiaphas gave Judas 30 pieces of silver.

Caiaphas gave **him** 30 pieces of silver.

Review of personal pronouns.

Subject		Object	
Singular	Plural	Singular	Plural
I you he she it	we you they	me you him she it	us you them

You sent **my brother and me** a message.

You sent **us** a message.

- D. **The following verbs studied in this book can take both the direct and indirect object.**

1. These verbs take an **indirect object** and a **direct object**. The **indirect object** appears before the **direct object** and tells to whom or for whom the action of the sentence is done.

The traitor gave the **crowd** a **signal**.

I.O. D.O.

Example: The traitor gave a signal to whom? The crowd.

allow	hand	owe	send	tell
bring	feed	read	take	throw
deny	give	sell	teach	write

2. These verbs take an **indirect object** and a **direct object**. The indirect object tells for whom the action of the verb is done.

Example:

Jesus prepared them a place.

Jesus prepared a place for whom? Them. Them is the indirect object.

build	catch	do	make	save
buy	choose	find	open	show
call	cut	leave	prepare	win

- E. In English when both the direct and indirect objects are pronouns, always change the indirect object to a prepositional phrase.

He brought Jesus the fish.

He brought them to him.

Never say: He brought him them.

In these sentences replace the **indirect object** with a **prepositional phrase**. Use **for** or **to**.

Example:

He gave the man an answer.

He gave an answer to the man.

1. He found the soldier a job.

2. Jesus taught the people God's message.

3. Mary gave Ruth a book.

4. Jesus fed 5,000 people a meal.

5. Jesus told his disciples many wonderful things.

2. Continue making sentences with verbs that take direct and indirect objects.

Example:

Build me a house.

Help students make sentences both ways. Students may write sentences in their notebooks after oral practice.

- E. Change the nouns to pronouns. Remember, in English two pronouns never sit side by side. Change these to prepositional phrases using **to** and **for**.

Answers:

1. He found a job for the soldier.
2. Jesus taught God's message to the people.
3. Mary gave a book to Ruth.
4. Jesus fed a meal to 5,000 people.
5. Jesus told many wonderful things to his disciples.

Orally change one noun to a pronoun.

1. He found him a job.
2. Jesus taught them God's message.
3. Mary gave her a book.
4. Jesus fed them a meal.
5. Jesus told them many wonderful things.

F. Answers:

1. He gave his love to Him.
2. He sent it to us.
3. He showed it to them.
4. He left it to them.
5. She handed it to her.

F. Change the objects to pronouns and put them in the correct sentence order.

Example:

He left Judas the money.

He left it to him.

1. He gave God his love.

2. He sent Peter and me his book.

3. He showed James and John his hurt.

4. He left the disciples a job.

5. Mary handed the paper to Ruth.

G. To help the students form complex sentences and to understand the comma after an introductory adverbial clause, lead them to combine the sentences.

1. Before he kissed him, Judas called him teacher.

G. A time clause introduced by when, while, before or after is an adverbial clause. A comma is used after an adverbial clause at the beginning of a sentence. The adverbial clause introduced by when, while, before, or after is a dependent clause. A dependent clause has a subject and a verb, but will not make a sentence by itself.

When Jesus came to Gethsemane, he prayed.

While Jesus prayed, the disciples slept.

Before Judas betrayed him, Jesus prayed.

After Judas kissed Jesus, the soldiers took him away.

Combine the simple sentences by making one of them a dependent clause using one of the following words: **when**, **while**, **before**, **after**. Place a comma after the dependent clause.

Example:

He finished praying. Judas came.

After he finished praying, Judas came.

1. He kissed him. Judas called him teacher.

2. He arrived. He had a crowd with him.

3. He prayed. They slept.

4. The disciples ran away. Jesus was arrested.

5. It was night. Caiaphas held the trial.

IV. PRONUNCIATION:

The sound /ow/ as in **cow** and /ou/ as in **out**.

about	out	how	found	brown
doubt	our	now	town	house
shout	down	cow	coward	mouse

No doubt, the brown cow is ours.
He found out about the mouse in the house.
Mary is now downtown.

V. SEQUENCE

- Tell the story of prayer in Gethsemane.
- Tell about the betrayal of Jesus.
- Tell about the trial of Jesus.

- When he arrived, he had a crowd with him.
- While he prayed, they slept.
- After Jesus was arrested, the disciples ran away.
- While it was night, Caiaphas held the trial.

IV. PRONUNCIATION

Teach the sound of the vowel /ow/ as in **cow** and /ou/ as in **out**.

V. SEQUENCE

Have class members tell the story. Connect as many parts of the story as possible. Help the students see the sequence of events leading to the arrest of Jesus.

UNIT 6, LESSON 2

VI. ADAPTATION

Discuss the questions. Help the students take the lead in conversation.

VI. ADAPTATION

- A. Tell a story about praying for a long time.
- B. Tell about a time you were so tired, you fell asleep.
- C. Tell of a time you were embarrassed.
- D. Has a friend ever become an enemy? Discuss this situation.
- E. Have you ever been in serious danger? Describe it.

VII. MEMORY VERSE

Assign, discuss and practice John 14:6.

VII. MEMORY VERSE

Jesus answered him, "I am the way, the truth, and the life; no one goes to the Father except by me."

John 14:6, GNB

VIII. HOMEWORK

- A. Assign the reading in Luke 22:47-53.
- B. They try. They crucify
To try To crucify
Did they try? Did they crucify?
Try! Crucify!
They have tried They have crucified
They don't try They don't crucify
They'll try They'll crucify

They are
To be
Were they?
Be!
They have been
They aren't
They'll be

VIII. HOMEWORK

A. Read the dialogue and the Scripture passage. Read Luke 22:47-53.

B. Fill in the following verb chart, using the pronoun they.

Base form	They try	They crucify	They are
Present			
Infinitive			
Past question			
Imperative			
Present perfect			
Present negative			
Future			

C. Read the sentences. Underline the introductory adverbial clauses. Fill in the chart with the correct word from the introductory clause.

Example:

When he asked me, I answered.

1. After Jesus was arrested, the disciples ran away.
2. While Caiaphas held the trial, the people slept.
3. Before I could call Mary, she called me.
4. When Peter caught fish, the net began to break.

	Adverb	Subject	Verb	Object
	When	he	asked	me
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

- C. 1. Adverb: After
Subject: Jesus
Verb: was arrested
2. Adverb: While
Subject: Caiaphas
Verb: held
Object: trial
3. Adverb: Before
Subject: I
Verb: could call
Object: Mary
4. Adverb: When
Subject: Peter
Verb: caught
Object: fish

OBJECTIVES

Communication

Students should be able to:

1. Use the passive voice in speaking.
2. Talk about a trial.

Grammar

Students should be able to understand and use:

1. Passive voice.
2. Pronunciation of /sh/ as in share.

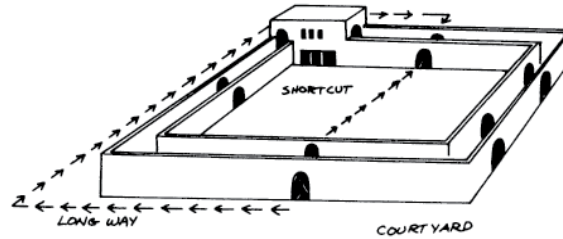
Writing

Students should be able to write several sentences to describe a trial in their countries.

Unit 6, Lesson 3



SOLDIER



COURT YARD



BLASPHEMY



DEATH



ELDERS



ROBE



FIRE



WITNESS



COUNCIL



PRIEST



CLOUD



ACCUSATION



EVIDENCE



TEAR

I. Then Jesus was taken to the High Priest's house, where all the chief priests, the elders, and the teachers of the Law were gathering. Peter followed from a distance and went into the courtyard of the High Priest's house. There he sat down with the guards, keeping himself warm by the fire. The chief priests and the whole Council tried to find some evidence against Jesus in order to put him to death, but they could not find any.

The High Priest stood up in front of them all and questioned Jesus, "Have you no answer to the accusation they bring against you?"

But Jesus kept quiet and would not say a word. Again the High Priest questioned him, "Are you the Messiah, the Son of the Blessed God?"

"I am," answered Jesus, "and you will all see the Son of Man seated at the right side of the Almighty and coming with the clouds of heaven!"

The High Priest tore his robes and said, "We don't need any more witnesses! You heard his blasphemy. What is your decision?"

They all voted against him: he was guilty and should be put to death.

Mark 14:53-55, 60-64, GNB

A. Dialogue

SERVANT GIRL: It's cold and so late. Why do they have a council meeting tonight?

GUARD: It's almost morning. They're having a trial of that man Jesus. They don't want any trouble from his followers. They'll condemn him and take him to Pilate.

SERVANT GIRL: Oh. What did he do?

GUARD: Blasphemy. He says he is the Messiah, one sent from God.

SERVANT GIRL: I never heard of a trial in the middle of the night. I hope they hurry up and let us get some sleep.

GUARD: Yes, it is dark, cold and strange. No good will come of it.

I. Review the arrest of Jesus in the Scripture taught in Lesson 2. Help students get the events of the week in order. Go over the homework and answer any questions. Review the memory verse.

Read, teach and discuss the Scripture. Use the core sentences and question-and-answer drills for comprehension.

A. Read the dialogue. Discuss the time of day and the impact of a secret trial at night.

UNIT 6, LESSON 3

- B. Have students read core sentences again. Was the trial legal? Would it be legal in the United States?

- C. Discuss and answer the Reading Comprehension Questions.

B. Core Sentences

1. The crowd took Jesus to Caiaphas' house.
2. The council was there.
3. Peter followed the crowd.
4. He wanted to be near Jesus.
5. It was dark and cold.
6. The guard had a fire.
7. There was no evidence against Jesus.
8. At the trial the high priest questioned Jesus.
9. Jesus was quiet.
10. The high priest asked if Jesus was the Messiah.
11. Jesus said he was.
12. The high priest said it was blasphemy.
13. The council voted.
14. The council said Jesus was guilty.
15. He should be put to death.

C. Reading Comprehension Questions

1. Where was Jesus taken?
2. What time was it?
3. Who was at the high priest's house?
4. Which disciple followed Jesus?
5. Where did Peter go?
6. With whom did Peter sit?
7. How do you know it was cold?
8. What did the priests and elders try to find?
9. Did they find any?
10. Who questioned Jesus?
11. Did Jesus answer the questions?
12. What did Caiaphas ask Jesus?
13. What did Jesus answer?
14. What did Jesus say they would see?
15. What did the high priest do?
16. What is blasphemy?
17. How did the council vote?
18. What was the penalty?
19. Could Caiaphas and the council kill Jesus by themselves?
20. Who decided if Jesus was to die?

II. VOCABULARY

Nouns	Adjectives	Preposition	Verbs
accusation almighty clouds council decision evidence fire heaven robe witness	warm cold quiet loud right left guilty innocent legal illegal	against	to tear, tore, torn

A. Action Verbs

to tear, tore, torn—to pull apart by force.

- Don't **tear** the paper.
- Caiaphas **tore** his robe.
- Have** you **torn** the cloth?
- After he **had torn** his robe, he asked the council to vote.



B. Nouns

- accusation**—a charge of being something bad, of doing something wrong or of having broken the law.
- Almighty**—God. All power.
- cloud**—a mass of tiny drops of water or ice seen floating in the air, usually high above the earth.



II. VOCABULARY

- Teach the action verbs. Tear a piece of paper in two, and review the parts of the irregular verb tear. Drill using many tenses.

- Discuss the nouns. Many are legal words, such as accusation, council and decision.

UNIT 6, LESSON 3

4. **council**—a group of people called together; a group elected by the people to make laws.



5. **decision**—judgment; making up one's mind.

6. **evidence**—proof; facts—anything that shows or makes clear what is true and what is not.



7. **fire**—flame, heat and light caused by something burning.

8. **heaven**—place where God and the angels live and where the followers of Jesus go after death.



9. **robe**—a long loose outer garment.

10. **witness**—a person who saw something happen.



Answers:

1. fire
2. Almighty
3. clouds
4. evidence
5. accusations
6. witnesses
7. robe

Fill in the blanks using the correct noun.

1. Peter stood by the _____ to warm his hands.
2. Jesus said he would sit on the right side of the _____.
3. When I look up, I often see _____ in the sky.
4. The council needed _____ against Jesus.
5. They had no evidence, only _____.
6. "We don't need any more _____."
7. Caiaphas tore his _____.

8. The chief priests, the elders and the teachers of the Law made up the _____.
9. Tell me your _____. Should Jesus die?

C. Opposites: Fill in the correct word.

warm cold
 quiet loud
 right left
 guilty innocent
 legal illegal

1. A trial in secret and at night is _____; it is not _____.
2. Jesus said he would sit at God's _____ hand, not his _____ hand.
3. The night was _____, so Peter stood by the fire to _____ his hands.
4. The council voted Jesus _____, but he was _____.
5. The crowd that arrested Jesus was noisy and _____, but Jesus was _____.

III. GRAMMAR AND DRILL

- A. **The active and passive voice of the verb depends on the action of the subject. If the subject does the acting, it is active voice. If the subject receives the action, it is passive voice.**

Active:

The soldier **takes** Jesus to Caiaphas.
 Judas **betrayed** his master for money.

Passive:

Jesus **is taken** to Caiaphas. (by the soldier)
 His master **was betrayed** for money. (by Judas)

Only verbs that can take objects in the active voice are used in the passive voice.

	Subject	Verb	Object
Active:	Peter	followed	Jesus and the crowd
Passive:	Jesus and the crowd	were followed	by Peter.

8. council
 9. decision

C. Teach the opposites.

Answers:

1. illegal, legal
 2. right, left
 3. cold, warm
 4. guilty, innocent
 5. loud, quiet

III. GRAMMAR AND DRILL

- A. The Grammar and Drill section discusses the passive voice. Read it carefully with your students AFTER teaching it. Write a list of verbs on the chalkboard. Help the students give the passive voice, present tense of those verbs.

Examples:

tear, try, crucify
 arm, deny, embarrass
 hold, keep, kiss

Passive present tense:

it is torn, it is tried, he is crucified
 they are armed, it is denied, they are embarrassed
 he is held, they are kept, he is kissed

Passive past tense:

it was torn, it was tried, he was crucified
 they were armed, he was denied, they were embarrassed
 he was held, they were kept, he was kissed.

Continue with the drill on the blackboard until the students can follow the pattern. This is not easy to learn, but it is an important part of English. It is learned more comfortably orally and in drill fashion.

UNIT 6, LESSON 3

To form the passive verb, use **to be** + **past participle**.

Present	Past	Past Participle
take	took	taken
follow	followed	followed

	Active	Passive
Present (First) (Second) (Third)	I take you take he takes	I am taken you are taken he is taken
Past	I took.	I was taken.
Future	I will take.	I will be taken.
Present perfect	I have taken.	I have been taken.
Past perfect	I had taken.	I had been taken.

The object of the active verb becomes the subject of the passive verb. The subject of the active verb becomes part of a phrase in the passive.

Voice	Subject	Verb	Object	Phrase
Active:	Romans	controlled	Jerusalem.	
Passive:	Jerusalem	was controlled		by the Romans.
Active:	Peter	sees	the guards	in the courtyard.
Passive:	Guards	were seen	by Peter	in the courtyard.

UNIT 6, LESSON 3

B. Read these sentences. Underline the verb. If it is active voice, mark it A, then tell the tense. If it is passive, mark it P, and tell the tense.

Ex.: Jews called the garden Gethsemane.

1. The garden was called Gethsemane by the Jews.
2. Jesus will find the disciples asleep.
3. Judas has brought the crowd to arrest his master.
4. The soldiers arrested Jesus late at night.
5. Jesus had predicted his death.
6. Life after three days is predicted by Jesus.
7. The death penalty was asked by the council.
8. Jesus has been beaten by the soldiers.
9. He had been tried during the night.
10. He will be crucified before the Passover.

Voice	Tense
<u>A</u>	<u>Past</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C. Change the verb to know from active to passive voice.

	Active	Passive
1. Present:	He knows	_____
2. Past:	He knew	_____
3. Future:	He will know	_____
4. Present Perfect:	He has known	_____
5. Past Perfect:	He had known	_____

D. Change the verb to arrest from active to passive voice.

	Active	Passive
1. Present:	I arrest	_____
2. Past:	I arrested	_____
3. Future:	I will arrest	_____

B. Answers for classwork: Remember to work orally.

1. P (passive), past
2. A (active), future
3. A, present perfect
4. A, past
5. A, past perfect
6. P, present passive
7. P, past
8. P, present perfect
9. P, past perfect passive
10. P, future

- C.
1. He knows, He is known
 2. He knew, He was known
 3. He will know, He will be known
 4. He has known, He has been known
 5. He had known, He had been known

- D.
1. I arrest, I am arrested
 2. I arrested, I was arrested
 3. I will arrest, I will be arrested

UNIT 6, LESSON 3

- 4. I have arrested, I have been arrested
- 5. I had arrested, I had been arrested

- E.
- 1. see, is seen
 - 2. saw, was seen
 - 3. grow, is grown
 - 4. grew, was grown
 - 5. catch, is caught
 - 6. caught, was caught
 - 7. help, is helped
 - 8. helped, was helped

- 4. Present Perfect: I have arrested _____
- 5. Past Perfect: I had arrested _____

- E. **The passive voice is a weak form. The active voice is stronger and the better form for writing. If the speaker does not know or doesn't want to say who performed the action, he/she uses the passive voice.**

Examples:

The signal had been given to the crowd.
Jesus had been arrested.
During the night he was tried.
The death of Jesus was planned for months.

Change these verbs to passive. Do not change the tense.

Example:

- | | |
|-----------|--------------------|
| write | <u>is written</u> |
| wrote | <u>was written</u> |
| 1. see | _____ |
| 2. saw | _____ |
| 3. grow | _____ |
| 4. grew | _____ |
| 5. catch | _____ |
| 6. caught | _____ |
| 7. help | _____ |
| 8. helped | _____ |

- F. **Change these sentences from active to passive. Do not change the verb tense. (If the subject is a pronoun, do not use it in the passive sentence.)**

Examples:

Jesus feeds five thousand people.
Five thousand people are fed by Jesus.

He feeds five thousand people.
Five thousand people were fed.

1. The boy brought the food to Jesus.

2. Jesus drove out the moneychangers.

3. He overturned the tables.

4. He often teaches the crowds to pray.

5. The chief priests watch Jesus constantly.

IV. PRONUNCIATION

The sound of /sh/ as in **ship**. **S** and **h** written together make the sound /sh/. Sometimes the sound is written with an **s** when it is in the middle of a word.

she	decision	flesh	hush
shore	assure	cash	wish
sheep	mission	rush	dish
ship	session	fish	rash

Did he fish from the ship or from the shore?
His mission was finished.

V. WRITING

Have you ever had a problem that kept you awake all night while others slept? Write about a sleepless night.

Example:

The phone rang at 1:00 a.m. I heard my brother say, "Dad died an hour ago."

My husband stayed with me awhile, but soon he went back to sleep. I could not rest. I walked back and forth, back and forth. I prayed. I cleaned the house. I talked to God again. For me there was no more sleep that night.

God gave me strength and a calm feeling as I flew to be with my family the next day.

- F
1. The food was brought to Jesus by the boy.
 2. The moneychangers were driven out by Jesus.
 3. The tables were overturned. (Do not use **by him**.)
 4. The crowds are often taught to pray. (Do not use **by him**.)
 5. Jesus is watched constantly by the chief priests.

IV. PRONUNCIATION

Sometimes in English two letters are used to represent one sound. **Sh /sh/** as in **ship**, **shore**, **shell** is an example.

V. WRITING

Discuss sleepless nights. Ask students to discuss problems that worry them and keep them awake at night.

Have students write about a sleepless time.

Have students read aloud what they have written.

VI. SEQUENCE

Have students tell the story. Let them put it in their own words.

VII. ADAPTATION

Discuss trials, courts, arrest, etc. Avoid politically sensitive situations. Let the students do the talking.

VIII. MEMORY VERSE

Assign Ephesians 2:8.

VI. SEQUENCE

Tell about the trial before the council.

VII. ADAPTATION

- A. Have you ever been to court?
- B. Describe a trial in your country.
- C. Compare Jesus' trial with a trial today.
- D. Would you have followed as Peter did?
- E. How do you feel about people who are arrested? Do you think they are guilty?

VIII. MEMORY VERSE

“For by grace are ye saved through faith; and that not of yourselves; it is the gift of God.”
Ephesians 2:8, KJV

Unit 6, Practice Exercises

I. EXERCISES

Read the sentences aloud after filling in the blanks of each exercise.

A. **Much and little are used before mass nouns. Remember that mass nouns have no plural form. Many and few are used with plural count nouns. Fill in the blanks with the correct words (much, little, many or few.)**

1. Between his arrest and his trial, Jesus didn't have _____ time.
2. A _____ soldiers and Peter waited in the courtyard.
3. Judas and the crowd make _____ noise.
4. _____ people came with Judas.
5. Judas received only a _____ money.
6. Caiaphas asked _____ priests to come to his house.
7. The men caught _____ fish in their nets.
8. The disciples felt _____ fear, and they ran away.
9. The disciples knew Jesus had _____ friends after his arrest.
10. The crowd carried _____ swords and clubs with them to capture Jesus.

B. **Fill in the chart with the comparative and superlative forms of the adjectives.**

Positive	Comparative	Superlative
Ex.: near	nearer than	the nearest
1. warm	than	the
2. cold	than	the
3. loud	than	the
4. quiet	than	the
5. guilty	than	the

I. EXERCISES

- A.
1. much
 2. few
 3. much (or little) noise
 4. Many
 5. little
 6. a few
 7. many
 8. much
 9. few
 10. many

- B.
1. warmer than
the warmest
 2. colder than
the coldest
 3. louder than
the loudest
 4. quieter than
the quietest
 5. guiltier than, more guilty than
the guiltiest, the most guilty

UNIT 6, PRACTICE EXERCISES

6. more innocent than
the most innocent
7. more legal than
the most legal
8. more illegal than
the most illegal
9. tighter than
the tightest
10. looser than
the loosest

- C.
1. coldest
 2. warmer
 3. most illegal
 4. most innocent
 5. quieter
 6. more guilty
 7. tighter

- D.
1. is going to die
 2. is going to try
 3. is going to betray
 4. is going to follow
 5. Are you going to tell?
 6. isn't going to remain

- | | | | | |
|-------------|-------|------|-----|-------|
| 6. innocent | _____ | than | the | _____ |
| 7. legal | _____ | than | the | _____ |
| 8. illegal | _____ | than | the | _____ |
| 9. tight | _____ | than | the | _____ |
| 10. loose | _____ | than | the | _____ |

C. Fill in the blanks using the correct adjective forms.

1. Peter thought it was the _____ night of the spring. (cold)
2. So many people inside made the room feel _____ than usual. (warm)
3. Was this the _____ trial ever held? (illegal)
4. He was the _____ man on trial. (innocent)
5. The courtyard was _____ than some places. (quiet)
6. She was _____ than the other women. (guilty)
7. The soldier held Jesus _____ than ever. (tight)

D. Fill in the blanks in the future tense, using going to and using the verb in the parentheses.

Example:

Mac is going to run in the race. (run)

1. Jesus _____. (die)
2. The high priest _____ Jesus at his house. (try)
3. Judas _____ his master. (betray)
4. Peter _____ Jesus to the house of the chief priest. (follow)
5. _____ you _____ others about Jesus? (tell)
6. Jesus _____ n't _____ dead. (remain)

UNIT 6. PRACTICE EXERCISES

E. Use the prepositions that best complete the meaning of the sentences: against, by, between, from, in front of, near, to, under, with.

1. Jesus was betrayed _____ one of the disciples.
2. Peter tried to stay in the courtyard _____ Jesus.
3. He stood _____ the two men.
4. He was placed _____ the people and taken away.
5. Judas came _____ a crowd of people sent by Caiaphas.
6. Jesus was placed _____ arrest.
7. Judas went up _____ Jesus and kissed him.
8. Peter followed _____ a distance.
9. They all voted _____ Jesus.
10. He went _____ another place.

- E. 1. by
2. near
3. between
4. in front of
5. with
6. under
7. to
8. from
9. against
10. to

F. Read the sentences. Underline the nouns. Then write each noun in the correct column.

1. Jesus took the disciples to Gethsemane.
2. Peter could not keep his eyes open.
3. The Son of Man is now handed over to the power of sinful men.
4. Judas brought a crowd with swords and clubs.
5. The soldiers arrested Jesus after the kiss.

F. Have the students read aloud the sentences and tell the use of each noun.

1. Subject: Jesus
D.O.: disciples
O.P.: Gethsemane
2. Subject: Peter
D.O.: eyes
3. Subject: Son
O.P.: man, power, men
4. Subject: Judas
D.O.: crowd
O.P.: swords, clubs
5. Subject: soldiers
D.O.: Jesus
O.P.: kiss

	Subject	D.O.	O.P.
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

UNIT 6, PRACTICE EXERCISES

- G. 1. Subject: Jesus
D.O.: trial
2. Subject: Priests
I.O.: him
D.O.: trial
3. Subject: Caiaphas
I.O.: Pilate
D.O.: message
O.P.: Jesus
4. Subject: Peter
I.O.: soldiers
D.O.: truth
O.P.: himself
5. Subject: He
D.O.: Peter, James, John
O.P.: him

- H. 1. He told me the answers.
2. He'll send Pilate a message.
3. I'll bring him the message soon.
4. She made him a cake.

- G. Read the sentences. Underline the nouns and pronouns. Then write each noun in the correct column.

1. Jesus did not have a fair trial.
2. The priests gave him an illegal trial.
3. Caiaphas sent Pilate a message about Jesus.
4. Peter did not tell the soldiers the truth about himself.
5. He took Peter, James and John with him.

	Subject	I.O.	D.O.	O.P.
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

- H. Change the prepositional phrases to indirect objects.

Example:

Mac gave the letter to me.

Mac gave me the letter.

1. He told the answers to me.

2. He'll send a message to Pilate.

3. I'll bring the message to him soon.

4. She made a cake for him.

UNIT 6, PRACTICE EXERCISES

5. He showed his book to them.

5. He showed them his book.

I. Change the underlined nouns to the correct object pronouns.

Example:

Sue and her sister sent the flowers to Ruth.

Sue and her sister sent them to her.

1. Tell me about Jesus.

2. They took Jesus to chief priests and elders.

3. How can we tell Mary?

4. The crowd looked for John and me.

5. Please, give it to John.

- I. 1. Him
2. him, them
3. her
4. us
5. him

J. Underline the verbs. Mark the sentences A for active voice and P for passive voice.

1. He lived in a village outside the city. _____

2. He was killed by the chief priests and the Romans. _____

3. The disciples were sent away. _____

4. Jesus was betrayed by one of his own men. _____

5. They gave food to the people. _____

- J. 1. a (active)
2. p (passive)
3. p
4. p
5. a

UNIT 6, PRACTICE EXERCISES

- K. He calls./He is called.
 He called./He was called.
 He will call./He will be called.
 He has called./He has been called.
 He had called./He had been called.

- L. 1. His money is taken to the bank.
 2. Jesus was sent to Pilate.
 3. Jesus will be followed by Peter.
 4. A sword had been taken by the soldier.
 5. The lesson has been studied by the class.

- K. Fill in the chart with the correct forms of the active and passive voice.

	Active	Passive
Present	He calls.	He is called.
Past		
Future		
Present perfect		
Past perfect		

- L. Change these sentences from active to passive voice. If the subject is a pronoun, do not use it as a prepositional phrase.

Example:

He gave a gift to me.

A gift was given to me.

1. He takes his money to the bank.

2. He sent Jesus to Pilate.

3. Peter will follow Jesus.

4. The soldier had taken a sword.

5. The class has studied the lesson.

UNIT 6 PRACTICE EXERCISES

II. VOCABULARY

Nouns		Verbs
accusation	hour	to arm, armed
almighty	murderer	to crucify, crucified
blood	penalty	to deny, denied
clouds	power	to embarrass, embarrassed
club	revolution	to hold, held
council	robe	to keep, kept
decision	signal	to kiss, kissed
evidence	sword	to tear, tore, torn
eyes	thief	to try, tried
fire	trial	
Gethsemane	witness	
heaven		
Opposites		Adjectives
guilty	innocent	embarrassed
legal	illegal	sinful
open	closed	tight
right	left	
tight	loose	
quiet	noisy	
warm	cold	

III. RELATED WORDS

A. The following words are used in the sentences in the next section.

Adjective	Noun	Verb	Adverb
armed	arms	to arm, armed	sinfully
sinful	sin	to sin, sinned	
bloody	blood	to bleed, bled	
	trial	to try, tried	
crucified	crucifixion	to crucify, crucified	

II. VOCABULARY

The vocabulary is for reference. Have students pronounce. Check their understanding of meaning. Review opposites.

III. RELATED WORDS

Read the sentences and discuss the related words.

UNIT 6, PRACTICE EXERCISES

B. Sentences using words in preceding list.

1. Adjective: The **armed** soldiers arrested Jesus.
Noun: The **arms** of the Romans were swords and spears.
Verb: Peter **armed** himself with a sword.
2. Ajective: To lie is a **sinful** act.
Noun: The **sins** of the people were concerned of Jesus.
Verb: All people **sin** and need forgiveness.
Adverb: Caiaphas was **sinfully** seeking a plan to kill Jesus.
3. Adjective: The accident gave him a **bloody** hand.
Noun: The **blood** of Jesus was on Caiaphas' hands.
Verb: **Did** Jesus **bleed** on the cross?
4. Noun: The **trial** was held at night.
Verb: Jesus **was tried** secretly.
5. Adjective: The **crucified** men died before Passover.
Noun: Mary watched the **crucifixion** of her son.
Verb: The Romans **crucified** Jesus.

IV. A DEEPER LOOK

Discuss the meaning of the Scripture. Help the students understand the arrest and crucifixion of Jesus. By this time the students should be able to understand and discuss indepth questions.

IV. A DEEPER LOOK

- A. Why did Jesus pray before his arrest?
- B. Why did the disciples sleep?
- C. Why were the disciples embarrassed?
- D. What did Jesus mean when he said, "The hour has come?"
- E. Who was the crowd that arrested Jesus?
- F. Why wasn't the trial held during the day?
- G. What was the evidence against Jesus?

Unit 7, Lesson 1



CHIEF PRIESTS



KING OF THE JEWS



COUNCIL



CHAIN



PILATE



ELDERS

OBJECTIVES

Communication

Students should be able to:

1. Discuss the Scripture.
2. Talk about the death of Jesus.

Grammar

Students should be able to understand and use:

1. Review of sentences: simple, compound and complex.
2. Review of the passive voice.
3. Pronunciation of **ch /ch/** as in **church**.

Writing

Writing should explain in several paragraphs why the leaders decided that Jesus must die.

- I. Fully one-fourth of the Book of Mark is given to the last week of the life of Jesus. In order to complete as much of the story as possible, each lesson in Unit 7 tells a different incident. Lessons 1, 2 and 3 all have Sequence and Adaptation sections. Take time to be sure the student comprehends as much about the meaning of the crucifixion and resurrection as possible. Follow the procedures taught throughout the book with these final lessons.

Read the Scripture, then have several students read it.

- I. Early in the morning the chief priests met hurriedly with the elders, the teachers of the Law, and the whole Council, and made their plans. They put Jesus in chains, led him away, and handed him over to Pilate. Pilate questioned him, "Are you the King of the Jews?"

Jesus answered, "So you say."

Mark 15:1-2, GNB

UNIT 7, LESSON 1

- A. Read the dialogue. Explain that Pilate was the Roman governor in Judea. Let different students read the parts of the dialogue. Let the entire class read the parts of the crowd.

A. Dialogue

CROWD:	When are you going to set free a prisoner? It is the time of the Passover feast. It is time for you to let a prisoner go.
PILATE:	Barabbas is in prison for murder. And here is Jesus. Do you want me to set free for you the King of the Jews?
CROWD:	Free Barabbas! Give us Barabbas!
CHIEF PRIEST:	The crowd obeys us. We told them to ask for Barabbas.
PILATE:	What do you want me to do with Jesus, the one you call King of the Jews?
CROWD:	Crucify him!
PILATE:	What crime has he committed?
CROWD:	Crucify him!
PILATE:	So be it. Barabbas is free. Take Jesus and whip him and crucify him.

- B. Use the core sentences as pronunciation exercises and to help in comprehension.

B. Core Sentences

1. It was early in the morning.
2. The chief priests made their plans.
3. They put Jesus in chains.
4. They handed him over to Pilate.
5. Pilate questioned Jesus.
6. "Are you King of the Jews?" he asked.
7. Jesus answered, "So you say."
8. Barabbas was a murderer.
9. The crowd shouted, "Free Barabbas."
10. The chief priests had told them to shout this.
11. Pilate asked, "What shall I do with Jesus?"
12. The crowd answered, "Crucify him."
13. Pilate wanted to please the crowd.
14. He set Barabbas free.
15. He sent Jesus to be whipped and crucified.

C. Reading Comprehension Questions

1. When did the council meet?
2. What did they plan?
3. What did they do to Jesus?
4. Who is Pilate?
5. Why did the chief priest have to go to Pilate?
6. What crime did the council say Jesus was guilty of?
7. What crime did Pilate say Jesus was guilty of?
8. Was Jesus guilty of a crime?
9. Why were the chief priest jealous of Jesus?
10. Why was Barabbas set free?
11. What did Pilate do with Jesus?

II. VOCABULARY

Nouns	Verbs
chains prisoner	to celebrate, celebrated to shout, shouted to whip, whipped

A. Action Verbs

1. **to celebrate, celebrated**—to observe a special time or day with the special activities.
 - a. Before we **celebrate** the Passover, I will free a man.
 - b. Before the Jews **celebrated** the Passover, Jesus died.
 - c. We **shall celebrate** your birthday.
 - d. We **have often celebrated** Thanksgiving with a family dinner.
 - e. The Passover **was celebrated** each year.



C. Discuss the Reading Comprehension Questions.

II. VOCABULARY

Teach the action verbs and nouns.

Order of the verbs:

- a. present tense (active voice)
- b. past tense (active voice)
- c. future tense (active voice)
- d. present perfect

UNIT 7, LESSON 1

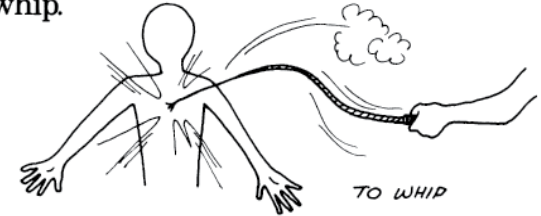
2. **to shout, shouted**—to call or cry loudly.

- Pilate **shouts**, “Who do you want to free?”
- The crowd **shouted** back, “Barabbas!”
- The crowd **will shout** loudly, “Crucify him.”
- They **have shouted** their wishes.
- “Crucify him!” **was shouted** by the crowd.



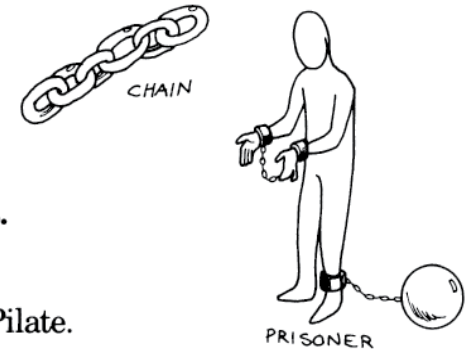
3. **to whip, whipped**—to strike or beat with a whip.

- They **whip** him.
- The Roman soldiers **whipped** Jesus.
- The soldier **will whip** the guilty men.
- They **have whipped** prisoners before.
- Jesus **was whipped**.



B. Nouns

- chains**—a row of links joined together.
- prisoner**—a person who is under arrest or held in a jail.



C. Fill in the blanks, using the verbs and the nouns.

- The crowd _____, “Crucify him!”
- They put Jesus in _____ and took him to Pilate.
- Which of the two _____ was released?
- “First _____ him, then crucify him,” Pilate said.
- Before they _____ the Passover, Jesus will be crucified.

III. GRAMMAR AND DRILL

- A. Discuss simple, compound and complex sentences. Help the students form simple, complex sentences on their own. Work orally much of the time.

III. GRAMMAR AND DRILL

A. Review the sentences.

- A simple sentence has a subject and a verb. It is an independent clause and expresses a complete thought.

Jesus is the Son of God
He died for my sins.

2. Two closely related simple sentences can be joined together to form compound sentences. Both simple sentences or independent clauses express a complete thought. They are joined by a semicolon (;) or by a comma and by a coordinating conjunction (**and, but, or, nor, for, yet**).

Pilate knew about Jesus, yet he crucified him.
He is dead, but he will rise on the third day.
They whipped him; they crucified him.

3. A complex sentence has one independent clause and one or more dependent clauses. A dependent clause does not express a complete thought. It depends on the independent clause for its meaning.

It was 9 o'clock in the morning *when they crucified him*.

The dependent clause *when they crucified him* does not express a complete thought.

B. Independent clauses. Underline the independent clauses.

Example:

The Pharisees who hated Jesus were glad he was dead.

1. I don't know the guard who stayed in the courtyard with Peter.
2. Who is the moneychanger that is so angry with Jesus?
3. Here are the 30 silver coins which you gave me to betray Jesus.
4. Pilate had two prisoners that he could chose from.
5. Pilate feared the crowd that wanted Barabbas to be freed.

C. Review passive voice. Change these sentences from active to passive voice.

1. The soldiers chained Jesus.

2. Jesus answers no questions.

3. Pilate freed Barabbas.

- B. Answers to independent clauses. Have students read the clauses aloud.

1. I don't know the guard.
2. Who is the moneychanger?
3. Here are 30 silver coins.
4. Pilate had two prisoners.
5. Pilate feared the crowd.

- C. In the active voice, the subject does the action. In the passive voice, the subject receives the action. Review this with students. Practice orally the sentences before the students write them.

After writing the sentences have one student give the active and another respond with the passive.

Answers:

1. Jesus was chained by the soldiers.
2. No questions were answered by Jesus.
3. Barabbas was freed by Pilate.

UNIT 7, LESSON 1

4. Jesus was followed by one disciple.
5. The plans were made by the council.

4. One disciple followed Jesus.

5. The council made their plans.

- D. Continue to drill irregular verbs. Write the list of verbs on the chalkboard, then have the students drill the present perfect and past perfect active voice. Continue drilling with the passive present, past and future.

Active Voice

tell

Present Perfect: have told

Past Perfect: had told

Future Perfect: will have told

forgive

Present Perfect: have forgiven

Past Perfect: had forgiven

Future Perfect: will have forgiven

Passive Voice

tell

Present Perfect: have been told

Past Perfect: had been told

Future Perfect: will have been told

forgive

Present Perfect: have been forgiven

Past Perfect: had been forgiven

Future Perfect: will have been forgiven

Answers:

1. had forgiven
2. had torn
3. had driven
4. had told
5. had done

D. Irregular verbs to memorize:

Present

fall
drive (out)
tear
forgive
do (does)
let
take
tell
think
fly

Past

fell
drove
tore
forgave
did
let
took
told
thought
flew

Past Participle

(have) fallen
(have) driven
(have) torn
(have) forgiven
(have) done
(have) let
(have) taken
(have) told
(have) thought
(have) flown

Fill in the blanks with the correct irregular verb. Use the past perfect tense.

1. Jesus _____ his killers before he died. (forgive)
2. The workers _____ the cloth at the factory. (tear)
3. Mr. Smith _____ all night to get there on time. (drive)
4. My sister _____ me about your trip. (tell)
5. They _____ their best at the meeting. (do)

IV. PRONUNCIATION

The consonant sound of **ch/ch/** as in **church** is written with two letters. The sound is different from the separate sounds of **c** and **h**.

Initial	Medial	Final
church	etching	catch
chief	catcher	much
child	marcher	which
choice	teacher	watch
chains	pitcher	such

Which teacher was the child's choice?
Watch the chief pitcher.

V. WRITING

Write five sentences about Jesus. Tell why the chief priests wanted him to die. Explain why the Romans agreed to his death.

VI. SEQUENCE

Tell the story in your own words.

- Tell about Jesus being taken to Pilate.
- Tell about Barabbas.

VII. ADAPTATION

- How can a group get a crowd to do things they might not do on their own?
- How are ideas the most powerful form of control?
- When has an idea changed the direction of your life?

VIII. MEMORY VERSE

"For you have been given the privilege of serving Christ, not only by believing in him, but also by suffering for him."

Philippians 1:29, GNB

IV. PRONUNCIATION

Practice the consonant **ch**. Help the students to avoid adding an **ee** sound, such as in **church**. If that happens, write the word **church** on the board, say it correctly and mark a big **X** through the **ee** part. The students can see and hear their error.

V. WRITING

Discuss the situations that brought about the death of Jesus. Discuss why the Romans did not want Jesus to be a military Messiah. Show how he was a threat to the power of religious leaders. He talked of love and God. The religious leaders did not understand his purpose. Jesus was willing to die in order to show the love of God. Jesus knew he had to die in order to pay for our sins. The religious and political leaders knew he had to die because they wanted to keep their power.

After the discussion, help the class write five sentences about Jesus. Help students choose two or three topic sentences for their paragraphs.

VI. SEQUENCE

Have the students tell the story in their own words. Help as needed.

VII. ADAPTATION

Discuss the questions.

VIII. MEMORY VERSE

Check memory verse. Philippians 1:29.

UNIT 7, LESSON 1

IX. HOMEWORK

- A. Read Mark 15:6-15 about Barabbas.
Also read Luke 23:13-25.
- B. Answers:
1. Does he whip?, Does he forgive?
 2. He is whipping, He is forgiving
 3. He was whipping, He was forgiving
 4. He will whip, He'll forgive
 5. Has he whipped?, Has he forgiven?
 6. He is whipped, He is forgiven
 7. He was whipped, He was forgiven
 8. He will be whipped, He'll be forgiven
 9. He has been whipped, He has been forgiven
 10. He had been whipped, He had been forgiven

C. Answers:

1. who
2. which
3. who
4. which
5. which

IX. HOMEWORK

A. Study Mark 15:6-15 and Luke 23:13-15.

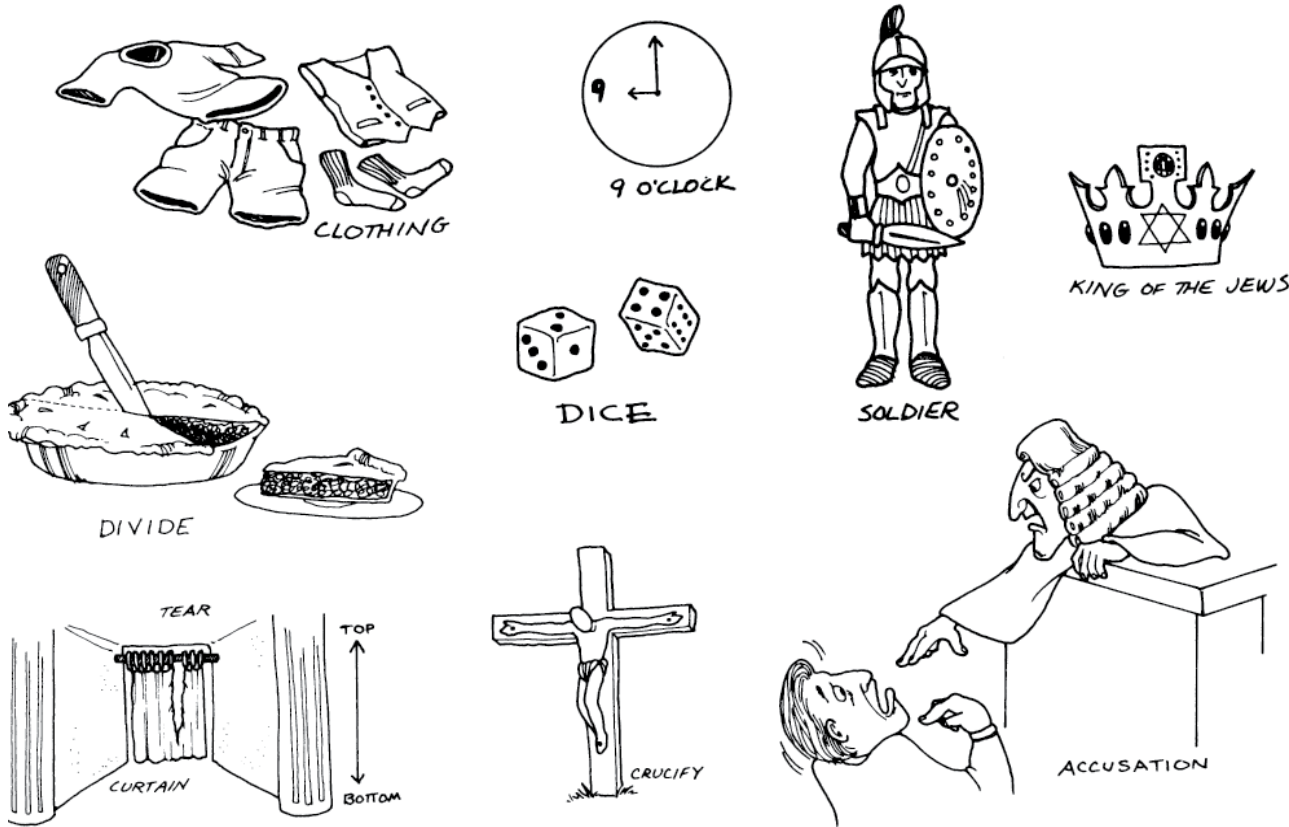
B. Fill in the verb chart, using the pronoun he.

Active voice		
base form	he whips	he forgives
1. present question	_____	_____
2. present continuous	_____	_____
3. past continuous	_____	_____
4. future	_____	_____
5. present perfect question	_____	_____
Passive voice		
6. present passive	_____	_____
7. past passive	_____	_____
8. future	_____	_____
9. present perfect question	_____	_____
10. past perfect question	_____	_____

C. Complete the sentences using who or which.

1. I don't know _____ said that.
2. He has a message of God's love _____ he always teaches.
3. The disciples _____ ran away were frightened.
4. They sent a report _____ he found interesting.
5. He had a sword _____ he didn't use.

Unit 7, Lesson 2



OBJECTIVES

Communication

- Students should be able to:
1. Tell one person what another said.
 2. Use **say** and **tell** correctly.

Grammar

Students should be able to understand and use:

1. Direct and indirect quotations.
2. **Say** and **tell**.
3. Pronunciation of **s** or **/zh/** as in **measure**.

Writing

Students should be able to write about one of their countrymen who died for his faith.

- I. Review the last lesson and answer any questions. Allow your review to flow naturally into Lesson 2. Read the Scripture. Have the students read aloud. The lesson contains many events; discuss them.

- I. Then they crucified him and divided his clothes among themselves, throwing dice to see who would get which piece of clothing. It was 9 o'clock in the morning when they crucified him. The notice of the accusation against him said: "The King of the Jews."

With a loud cry Jesus died.

The curtain hanging in the Temple was torn in two, from top to bottom. The army officer who was standing there in front of the cross saw how Jesus had died. "This man was really the Son of God," he said.

Mark 15:24-26, 37-39, GNB

UNIT 7, LESSON 2

A. Read and discuss the dialogue. Answer questions.

A. Dialogue

GUARD: Pilate, a man from the council of the high priests is here.

PILATE: Send him in.

(Joseph of Arimathea enters)

JOSEPH: Governor, I come on my own with a request. Give me the body of Jesus, the one you crucified today.

PILATE: Is he already dead? It can take days of pain before a man dies on a cross. Guard, send me the army officer in charge of his crucifixion!

GUARD: Yes, sir. He is outside making his report.

(Guard leaves and an army officer enters)

OFFICER: Yes, sir!

PILATE: When did Jesus die?

OFFICER: At 3 o'clock, sir. He's been dead since the strange darkness went away. There are some women who are weeping around the body now.

PILATE: Give the body to Joseph of Arimathea.

JOSEPH: Thank you. I'll have Jesus buried in my own new tomb.



B. Use the core sentences for pronunciation practice and to help with comprehension.

B. Core Sentences

1. They crucified him.
2. They divided his clothes.
3. They threw dice for his clothes.
4. It was 9 a.m.
5. The accusation said that Jesus was the King of the Jews.
6. Jesus died at 3 o'clock.
7. The curtain of the Temple tore.
8. It tore from top to bottom.
9. The army officer saw Jesus die.
10. He believed that Jesus was the Son of God.

C. Dialogue Core Sentences

1. Joseph of Arimathea went to Pilate.
2. He was a member of the council.
3. Joseph believed in Jesus.
4. He wanted the body.
5. Pilate gave the body to Joseph.
6. Joseph took the body from the cross.
7. He placed Jesus in a tomb.

D. Reading Comprehension Questions

1. How did Jesus die?
2. What time did they put him on the cross?
3. Who got the clothes of Jesus?
4. How did they decide who got what piece of clothing?
5. What happened in the Temple when Jesus died?
6. What did he say about Jesus?

E. Dialogue Questions

1. Who was Joseph of Arimathea?
2. What was different about Joseph?
3. What did Joseph ask Pilate to give him?
4. Pilate was surprised. Why?
5. How long did it usually take for a man to die on a cross?
6. What time did Jesus die?
7. Where will Joseph take the body of Jesus?

C. Discuss the Reading Comprehension Questions and use the question-and-answer drill as needed. Be sure the students understand that Jesus was pronounced dead by the Romans. This lesson has a great deal of content to discuss. It may need to be broken into several lessons.

II. VOCABULARY

Nouns		Verbs	
accusation	notice	to bury, buried	
body	pain	to mourn, mourned	
clothes	report	Adjective	Preposition
clothing	request	strange	among
curtain	tomb	Opposites	
dice		top	bottom

UNIT 7, LESSON 2

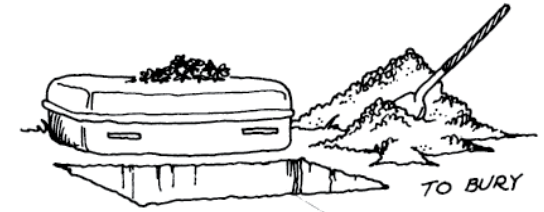
II. VOCABULARY

A. Verbs: This lesson contains the vocabulary used in death. Help the students understand the customs of burial as well as the vocabulary.

A. Action Verbs

1. **to bury, buried**—to put a dead body in the earth, in a tomb or in the sea.

- Joseph **buried** the body of Jesus.
- After he **had buried** Jesus, he rolled a stone before the tomb.
- Jesus **was buried** in the new tomb of Joseph of Arimathea.



2. **to mourn, mourned**—to feel or express deep sorrow or grief.

- The women **mourned** for Jesus.
- They **had mourned** for many hours.
- Jesus **was mourned** by many people.

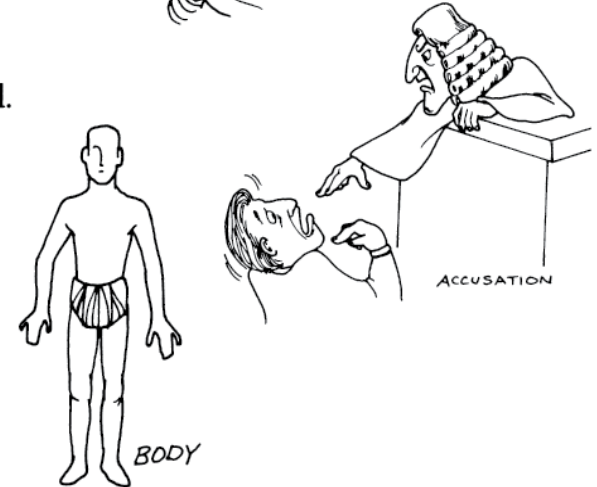


B. Teach the nouns.

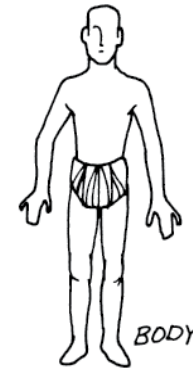
B. Nouns

1. **accusation**—a charge of doing something bad.

2. **body**—the physical part of a person, animal, or plant.



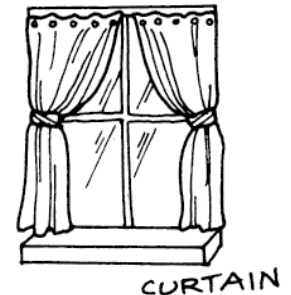
3. **clothes**—covering for a person's body.



4. **clothing**—clothes.



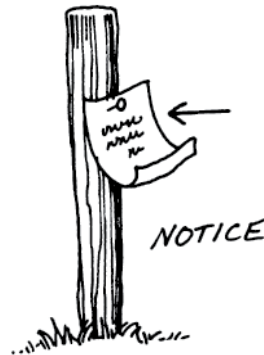
5. **curtain**—hanging cloth at a window or door.



6. **dice**—small cubes with a different number of dots on each side. They are used in games.



7. **notice**—a written or painted sign.



8. **pain**—a feeling of being hurt; suffering.

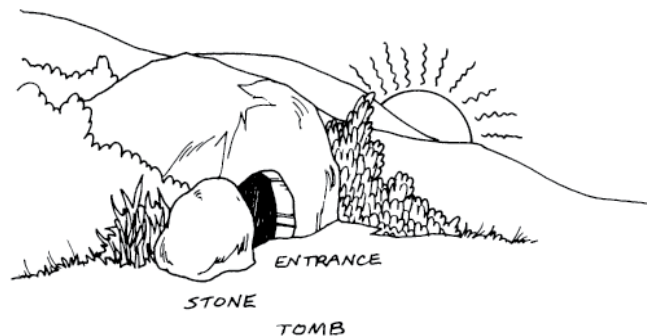


9. **report**—an account of something seen, heard, read, done or considered.



10. **request**—the act of asking.

11. **tomb**—a place for a dead body.



UNIT 7. LESSON 2

Answers to the exercise:

1. dice, clothing
2. notice
3. pain
4. request
5. body
6. report
7. curtain
8. accusation
9. tomb
10. clothes, clothing

Fill in the blanks with the correct nouns.

1. The Romans threw _____ for the _____ of Jesus.
2. The _____ above the cross of Jesus read, "The King of the Jews."
3. There is much _____ and suffering for a man dying on a cross.
4. Joseph made a _____ to Pilate.
5. He said, "Give me the _____ of Jesus."
6. The army officer watched Jesus die, and he made a _____ to Pilate telling him what had happened.
7. The _____ of the Temple was torn from top to bottom. That was an act of God.
8. Their _____ put the man to death.
9. Joseph hurriedly place the body in his new _____.
10. _____ and _____ are the same thing.

III. GRAMMAR AND DRILL

- A. Direct and indirect quotations are often confusing to students. Help them understand that mastery shouldn't be expected immediately.

III. GRAMMAR AND DRILL

A. Direct and Indirect Quotation

1. When a writer uses the exact words of a speaker, quotation marks are placed before and after the exact words. These are called direct quotations.

Jesus said, "Watch while I pray."

"Our friends will be here at 6 o'clock," Ruth said.

2. A writer may tell what someone said but not use the exact words. No quotation marks are used. The verb tense may be different from that in the direct quotation.

Jesus said that we were to watch while he prayed.

Ruth said that our friends would be here at six.

3. Change these sentences from direct quotations to a indirect quotations.

Example:

Caiaphas said, "I want Jesus to die."

Caiaphas said that he wanted Jesus to die.

1. The man said, "Crucify him!"

2. Pilate said, "It is time to free a prisoner."

3. He reported, "I see the man in chains."

4. The man said, "It is cold tonight."

5. Jesus answered, "I am here."

B. Verbs often used in direct and indirect quotations

Tell, told *must* be followed by an indirect object.

He **told** Pilate that Jesus must die.

He **tells** us that God is love.

Say, said take no indirect object.

He **said** that Jesus must die.

He **said** to Pilate that Jesus must die.

Complete the following sentences using **say** or **tell**.

1. What did Jesus _____?

2. Who _____ Peter to follow Jesus?

3. "Who _____ that?" Pilate asked.

4. He _____, "Here is your money."

5. Judas _____ the soldiers where Jesus was.

6. Peter _____, "I don't know what you are talking about."

Answers:

1. The man said that he should be crucified.

2. Pilate said that it was time to free a prisoner.

3. He reported that he saw the man in chains.

4. The man said that it was cold tonight.

5. He answered that he was here.

B. Teach **say** and **tell**. **Tell** must have an indirect object. Ask yourself, "Told whom?" and the person must be the indirect object answer. **Said** often is followed by a clause with **that** either used or understood.

1. say

2. told

3. said

4. said

5. told

6. said

UNIT 7. LESSON 2

7. told
8. asked
9. told
10. told

IV. PRONUNCIATION

The sound /zh/ is voiced. It is made making the sound /sh/ and humming usually. We use an s to write the sound.

V. WRITING

Discuss the methods of execution in this country and the reasons the death sentence may be given. Let the students write about their countries. If the death sentence is given, what methods of execution are used?

VI. SEQUENCE

Tell the story of the death and burial of Jesus.

VII. ADAPTATION

Don't get too morbid in discussing the death issue. The students may have questions about death and funeral customs.

VIII. MEMORY VERSE

Discuss and assign Mark 15:39.

7. The army officer _____ Pilate that Jesus was dead.

8. "What time is it?" he _____.

9. He _____ me it was 9 o'clock.

10. The crowd _____ Pilate, "Crucify him."

IV. PRONUNCIATION

The voiced consonant sound /zh/ is usually written with an s and is in the middle of a word.

usual	decision	measure
casual	collision	pleasure
version	vision	treasure

He made an important decision.

The treasure brought him a measure of pleasure.

V. WRITING

In the United States, prisoners are put to death in more than one way. The electric chair is the method most frequently used. In the early history of the country prisoners were put to death by hanging. The death sentence is given usually to murderers whose lives seem harmful to other people.

Are prisoners given the death sentence in your country? Write a paragraph about the methods used.

VI. SEQUENCE

Tell the story in your own words.

VII. ADAPTATION

What are some burial customs in your country?

VIII. MEMORY VERSE

The army officer who was standing there in front of the cross saw how Jesus had died. "This man was really the Son of God!" he said.

Mark 15:39, GNB

IX. HOMEWORK

A. Change the direct quotations in these sentences to indirect quotations.

1. "I am to die," answered Jesus.

2. "We don't need any more witnesses," yelled the high priest.

3. Joseph said to Pilate, "Give me the body of Jesus."

4. The army officer said, "This man was really the Son of God."

B. Read the Scripture. Also read Matthew 27:37-38. 50-56. For the story of Joseph, read Matthew 27:57-60 and Luke 23:44-54.

IX. HOMEWORK

- A. 1. Jesus answered that he was to die.
2. The high priest yelled that they didn't need any more witnesses.
3. Joseph told Pilate to give him the body of Jesus.
4. The army officer said that this man was really the Son of God.

- B. Read the Scripture. Also read Matthew 27:37-38 and 50-56. Read Matthew 27:57-60 for the story of Joseph of Arimathea. Read Luke 23:44-54.

OBJECTIVES

Communication

Students should be able to talk about the resurrection of Jesus.

Grammar

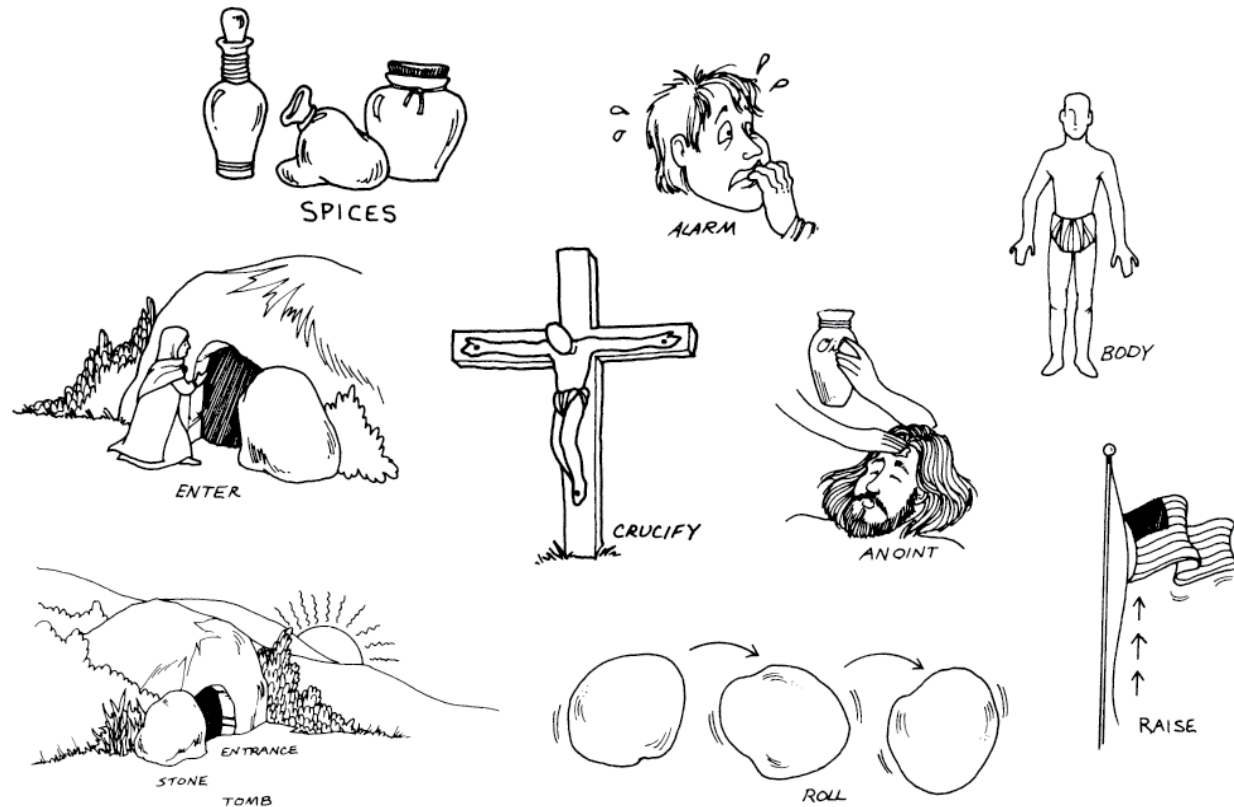
Students should be able to understand and use:

1. Yes/no questions in indirect quotations.
2. Question words in indirect quotations.
3. Pronunciation of selected consonant blends.

Writing

Students should be able to write sentences about the miracles of Jesus, including the resurrection.

Unit 7, Lesson 3



I. Review the Scripture for Lesson 2. Answer any questions and move the thoughts of the students into the Scripture passage. Read the Scripture aloud. Have several students read the Scripture aloud. Teach the meaning of the Scripture. Use question-and-answer drills if necessary.

I. After the Sabbath was over, Mary Magdalene, Mary the mother of James, and Salome bought spices to go and anoint the body of Jesus. Very early on Sunday morning, at sunrise, they went to the tomb. On the way they said to one another, "Who will roll away the stone for us from the entrance to the tomb?" (It was a very large stone.) Then they looked up and saw that the stone had already been rolled back. So they entered the tomb, where they saw a young man sitting at the right, wearing a white robe—and they were alarmed.

"Don't be alarmed," he said. "I know you are looking for Jesus of Nazareth, who was crucified. He is not here—he has been raised! Look, here is the place where he was placed. Now go, and give this message to his disciples, including Peter: 'He is going to Galilee ahead of you; there you will see him, just as he told you.'"

Mark 16:1-7, GNB

A. Dialogue

- MARY MAGDALENE: Salome, are you and Mary ready?
- SALOME: Yes, I have the spices. Mary has the clothes.
- MARY: It is so early. I hope we haven't forgotten anything.
- MARY MAGDALENE: No matter, we must be there by sunrise. The Sabbath will be over and we can put these spices on his body.
- SALOME: But what about the stone at the entrance of the tomb? It is too large for us to move.
- MARY: Yes. What about it?
- MARY MAGDALENE: Let's hurry. We must get to the tomb. Surely there will be someone to help us get in the tomb. We must put these spices on his body.

B. Core Sentences

1. The Sabbath was over.
2. Three women came to the tomb.
3. They brought spices.
4. They were going to anoint the body of Jesus with spices.
5. They came early on Sunday morning.
6. It was sunrise.
7. A huge stone covered the door of the tomb.
8. They wondered how they could move the stone.
9. They saw the stone.
10. It was moved.
11. The tomb was open.
12. A young man was sitting in the tomb.
13. They were alarmed.
14. The young man was wearing a white robe.
15. The angel gave them a message from Jesus.
16. Jesus was alive.
17. He had been raised from the dead.
18. Give the message to Peter and to the other disciples.
19. Jesus will go to Galilee.
20. You will see Jesus in Galilee.

A. Read the dialogue. Let students read parts.

B. Read the core sentences and have the students read orally.

UNIT 7, LESSON 3

C. Discuss and answer the Reading Comprehension Questions.

C. Reading Comprehension Questions

1. When is the Sabbath?
2. What special day was it?
3. What day of the week is Sunday?
4. Why did they wait until Sunday morning?
5. Why did they go early?
6. Name the women studied in this lesson.
7. Who were they?
8. What covered the door of the tomb?
9. How big was it?
10. Why were the women worried about the stone?
11. What had happened to the stone?
12. Who did the women see inside the tomb?
13. Why were they alarmed?
14. What happened to Jesus?
15. Who were the women to tell?
16. Which disciple is named?
17. Where will Jesus meet them?
18. Who is Jesus of Nazareth?

II. VOCABULARY

Teach the vocabulary as usual.

II. VOCABULARY

Nouns	Verbs
entrance spices stone	to alarm, alarmed to anoint, anointed to enter, entered to raise, raised to roll, rolled

A. Action Verbs

1. **to alarm, alarmed**—to make uneasy; to fill with sudden fear.
 - a. The shouts of "Fire, fire!" **alarmed** the men.
 - b. A sudden noise **will alarm** a sleeping child.
 - c. They **were alarmed** when they saw the angel.



2. **to anoint, anointed**—to put oil on; to cover with ointment, to rub with cream.

- a. Joseph **anointed** the body of Jesus.
- b. The women **will anoint** the body with spices.
- c. The body **was not anointed** because it was gone.



3. **to enter, entered**—to go into.

- a. They **entered** the open tomb.
- b. Jesus **will enter** your heart.
- c. The tomb **was entered** by the young man.



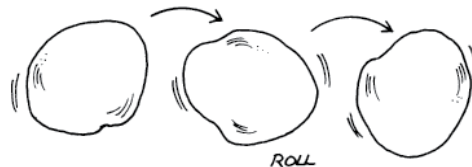
4. **to raise, raised**—to lift up; to bring back to life.

- a. God **raised** Jesus from the dead.
- b. They **will raise** the flag each morning and lower it in the evening.
- c. Jesus **was raised** and walked with the disciples over a period of 40 days.



5. **to roll, rolled**—to move along by turning over and over.

- a. Who **rolled** the stone from the tomb?
- b. "How **will we roll** that large stone from the entrance?"
- c. The stone **was rolled** away by the angel of the Lord.

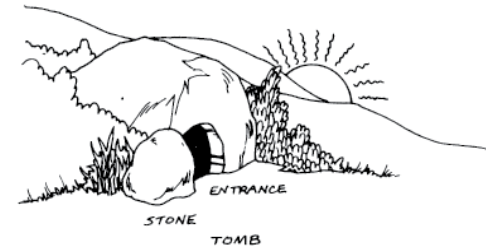


B. Nouns

1. **entrance**—a place by which to enter.

2. **spices**—any of many seasonings.
Cinnamon, nutmeg, cloves, ginger are seasonings.

3. **stone**—a piece of rock.



- C. 1. stone
2. entrance
3. spices

C. Fill in the blanks using the correct nouns.

1. A very large _____ covered the doorway to the tomb.
2. The doorway was a large _____ cut from the stone.
3. The women carried _____ to rub on the body of Jesus.

III. GRAMMAR AND DRILL

- A. To change a yes/no question in a direct quotation to an indirect quotation, use **if** or **whether**. Follow the model in the book. Mastery is not expected at the introduction of a new skill.

Answers:

1. Pilate asked Jesus if he were the King of the Jews.
2. He asked the crowd if they wanted to free Jesus.
3. The priests wondered whether the crowd would obey them.

III. GRAMMAR AND DRILL

A. To change a yes/no question in a direct quotation use either if or whether.

"Is Jesus dead?" Pilate asked the guard. (present)

Pilate asked the guard **if** Jesus were dead. (past)

"Did Mary go to the tomb?" Peter wondered. (past)

Peter wondered **if** Mary had gone to the tomb. (past perfect)

Change these direct questions to indirect statements. Use **if** or **whether**.

1. "Are you the King of the Jews?" Pilate asked Jesus.

2. "Do you want to free Jesus?" he asked the crowd.

3. "Will the crowd obey us?" the priests wondered.

4. "Are these my dice?" the soldier asked.

5. "Can you talk to Joseph?" the guard asked Pilate.

B. If a question word is used in the direct quotation, that same question word introduces the indirect speech.

"**Who** was with Jesus?" Pilate asked the guard.
Pilate asked the guard **who** was with Jesus.

"**When** will you be ready?" Pilate asked Joseph.
He asked Joseph **when** he'd be ready.

"**Where** do you come from?" Mary asked the angel.
Mary asked the angel **where** he came from.

Carefully note that indirect questions using question words require statement word order—the **subject comes before the verb**. (If it is used, the auxiliary **do/does** or **did** is omitted.)

"Where **did** Jesus go?" the women asked.
The women asked where Jesus went.

subj verb

Change these direct questions to indirect statements.

Example:

"What's wrong?" Peter asked the excited women.
Peter asked the excited women what was wrong.

1. "Where did you go?" he asked her.

2. "What time was it when you arrived?" he questioned.

3. "Why is the tomb open?" the women wondered.

4. The soldier asked if those were his dice.

5. The guard asked Pilate whether he could talk to Joseph.

- B. 1. He asked her where she went.
2. He questioned what time it was when she arrived.
3. The women wondered why the tomb was open.

UNIT 7, LESSON 3

4. They asked each other who would roll away the huge stone.
5. He asked his friends where he could meet Jesus.

Note that the question in the direct quotation becomes a statement in the indirect sentence. **An indirect statement is never a question. The noun comes before the verb in regular statement order.**

IV. PRONUNCIATION

Continue to work on difficult consonant blends. Add other words to practice sounds that are difficult for students.

V. WRITING

Talk about Jesus. Recall some of the miracles of Jesus studied in these lessons. Be sure to include the miracle of the resurrection. Point out Jesus lives. The fact he arose from the dead and is alive makes him different from Buddha, Muhammad, or any other deity people worship. He died on the cross and arose from the dead for us. If we believe in him and ask him into our lives, we can have eternal life, too. Have students write sentences about Jesus and his miracles. Have the students read the sentences aloud.

VI. SEQUENCE

Ask students to tell the story.

VII. ADAPTATION

Decide whether to adapt the story or to continue to discuss the return to life of Jesus. Whatever you decide, be sure the students are doing the talking. Avoid teacher talk time.

VIII. MEMORY VERSE

Discuss and assign Revelation 1:8.

4. "Who will roll away the huge stone?" they asked each other.

5. Where can I meet Jesus?" he asked his friends.

IV. PRONUNCIATION

The sounds of consonant blends: **br, sp, tr, st, cr, pl, cl**. A blend is two sounds quickly put together to become one sound.

Carefully pronounce the following words.

brought	spices	entrance
bright	spring	trap
brag	space	trim
bring	spell	trot
crucified	play	clap
crop	disciples	close
cram	plan	include
crib	please	clip

V. WRITING

Talk about Jesus. Recall the miracles of Jesus. Write sentences about Jesus and his miracles.

VI. SEQUENCE

Tell the story of Jesus' miracles in your own words.

VII. ADAPTATION

- A. Is there a special day to visit graves in your country? Explain.
- B. What would you do if you met an angel?

VIII. MEMORY VERSE

"I am the first and the last," says the Lord God Almighty, who is, who was, and who is to come."
Revelation 1:8, GNB

Unit 7, Practice Exercises

I. EXERCISES

A. Punctuate the following paragraph. Place capital letters where they are needed.

the eleven disciples went to the hill in galilee where jesus told them to go when they saw him they worshiped him even though some of them doubted jesus drew near and said to them i have been given all authority in heaven and on earth go then to all peoples everywhere and make them my disciples baptize them in the name of the father the son and the holy spirit and teach them to obey everything i have commanded you and i will be with you always to the end of the age

B. Fill in the blanks with the comparative or the superlative form of the adjectives found in parentheses.

Example:

The women were later than they thought. (late)

1. Pilate said, "His death was _____ by crucifixion I've ever known of. (fast)
2. The crowd shouted _____ for the release of Barabbas. (loud)
3. Jesus was beaten _____ than most prisoners. (hard)
4. The women came _____ anyone else; but the angel was the _____. (early)
5. Peter was _____ he had ever been in his life. (ashamed)

C. Change these active voice sentences to the passive voice.

Example:

The man took gifts to his friends.

The gifts were taken by the man to his friends.

1. The three women took spices to the tomb of Jesus.

2. The angel of the Lord rolled the huge stone away.

I. EXERCISES

- A. The eleven disciples went to the hill in Galilee where Jesus had told them to go. When they saw him, they worshiped him, even though some of them doubted. Jesus drew near and said to them, "I have been given all authority in heaven and on earth. Go, then, to all peoples everywhere and make them my disciples: baptize them in the name of the Father, the Son, and the Holy Spirit, and teach them to obey everything I have commanded you. And I will be with you always, to the end of the age."

Matthew 28:16-20, GNB

- B. 1. the fastest
2. the loudest
3. harder than
4. earlier than, the earliest
5. more ashamed than

- C. Have students read the sentences aloud.

Answers:

1. Spices were taken to the tomb of Jesus by the three women.
2. The huge stone was rolled away by the angel of the Lord.

UNIT 7. PRACTICE EXERCISES

3. The tomb was entered by the sad women.
4. A young man in a white robe was seen.
5. Jesus has been raised from the dead by God.
6. Jesus would be seen by the disciples in Galilee.

D. Have students read the sentences aloud.

Answers:

- | | |
|----------|----------|
| 1. among | 6. for |
| 2. in | 7. After |
| 3. with | 8. from |
| 4. near | 9. about |
| 5. to | 10. in |

E. Have one student read a sentence and another read the change.

Answers:

1. Mary, Mary Magdalene and Salome carried spices because they planned to anoint the body of Jesus.

3. The sad women entered the tomb.

4. They saw a young man in a white robe.

5. God has raised Jesus from the dead.

6. The disciples will see Jesus in Galilee.

D. Use the preposition that best completes the meaning of the sentence. (after, for, about, in, to, with, near, among, from)

1. They divided his clothes _____ themselves.

2. It was 9 o'clock _____ the morning.

3. He died _____ a loud cry.

4. The officer stood _____ the cross.

5. The officer went _____ Pilate to make a report.

6. Joseph asked _____ the body of Jesus.

7. _____ Passover, the women went to the tomb.

8. Who will roll the stone _____ the entrance?

9. Peter was excited to learn _____ Jesus.

10. The disciples met Jesus _____ Galilee.

E. Combine these simple sentences into complex sentences.

Example:

The Sabbath was over.

Mary Magdalene, Mary and Salome brought spices.

Mary Magdalene, Mary and Salome brought spices after the Sabbath was over.

1. Mary, Mary Magdalene and Salome carried spices.
They planned to anoint the body of Jesus.

UNIT 7, PRACTICE EXERCISES

2. The huge stone no longer sealed the entrance.
The angel had rolled it away.

3. Peter was ashamed.
He had denied Jesus.

4. The angel spoke good news.
Jesus would meet them in Galilee.

5. Peter was going to Galilee.
He thought about Jesus.

F. Combine the following sentences to express if . . . then conditions.

1. I believe in Jesus. He forgives my sins.

2. Jesus is really alive. He is the Son of God.

3. Jesus arose from the dead. He lives today.

G. In the following paragraph, some of the nouns are underlined. Indicate above each noun how it is being used by putting an (S) for the main subject, (D.O.) for a direct object and (O.P.) for an object of preposition. Put your answers in the chart below the paragraph.

Very early on Sunday morning (1) the women (2) went to the tomb (3), carrying the spices they had prepared. They found the stone entrance (4) to the tomb (5). They did not find the body (6) of the Lord Jesus (7). Suddenly the two men (8) in bright shiny clothes (9) stood by them.

1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	

2. The huge stone no longer sealed the entrance after the angel had rolled it away.
3. Peter was ashamed because he had denied Jesus.
4. The angel spoke good news that Jesus would meet them in Galilee.
5. While Peter was going to Galilee, he thought about Jesus.

- F.
1. If I believe in Jesus, then he forgives my sins.
 2. If Jesus is really alive, then he is the Son of God.
 3. If Jesus arose from the dead, then he lives today.

- | | |
|----------|-------|
| G. 1. OP | 6. DO |
| 2. S | 7. OP |
| 3. OP | 8. S |
| 4. DO | 9. OP |
| 5. OP | |

UNIT 7, PRACTICE EXERCISES

- H. 1. disciples, IO
2. power, DO
3. people, IO
4. story, DO
5. Jesus, OP
6. believer, IO
7. words, DO
8. person, DO
9. Jesus, OP
10. Savior, OP

I. Practice for I, S and K

Answers:

1. The man said that John was not here.
2. The angel told us that we could meet Jesus in Galilee.
3. Jesus told his disciples that he would be with us always.

- J. 1. Pilate asked the Roman soldier if Jesus was dead yet.
2. The women wondered if he had gone.

- H. In the following paragraph, some of the noun objects are underlined. Put the correct letter that shows how the noun is used above the noun: (D.O.) direct object, (I.O.) indirect object, and (O.P.) object of preposition. Put your answers in the chart below the paragraph.

Jesus gave the disciples (1) power (2). They told all the people (3) the story (4) of Jesus (5). The disciples wrote the believers (6) the words (7) that Jesus taught them. The Bible teaches every person (8) about Jesus (9) and how to accept him as Savior (10).

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____

- I. Change these direct quotations to indirect quotations. Use that to introduce the clause.

Example:

The man said, "The road is closed."

The man said that the road was closed.

1. The man said, "John is not here."

2. The angel told us, "You can meet Jesus in Galilee."

3. "I will be with you always," Jesus told his disciples.

- J. Change these yes/no quotations to indirect statements.

Example:

The man asked, "Is that your car?"

The man asked if that was your car.

1. "Is Jesus dead yet?" Pilate asked the Roman soldier.

2. "Has he gone?" the women wondered.

UNIT 7. PRACTICE EXERCISES

3. "Did you see Jesus?" Peter asked the women.

K. Change these question word direct quotations to indirect quotations.

1. "Who are you?" Mary asked.

2. "What have you done with the body of Jesus?" Mary asked the angel.

3. "Where shall we meet?" he asked.

3. Peter asked the women if they had seen Jesus.

- K. 1. Mary asked who we were.
 2. Mary Madgalene asked the angel what he had done with the body of Jesus.
 3. He asked where we should meet.

II. VOCABULARY

Nouns		Adjective	Preposition
accusation	notice	strange	among
body	pain	Opposites	
chains	prisoner		
clothes	report		
clothing	request		
curtain	spices		
dice	stone	top bottom	
entrance	tomb		
Verbs			
to alarm, alarmed	to mourn, mourned		
to anoint, anointed	to raise, raised		
to bury, buried	to roll, rolled		
to celebrate, celebrated	to shout, shouted		
to enter, entered	to whip, whipped		

II. VOCABULARY

For review and reference have students say the words. Check meaning.

UNIT 7. PRACTICE EXERCISES

III. RELATED WORDS

Discuss the related words and read the sentences aloud.

III. RELATED WORDS

A. The following words were used in sentences earlier in this section. Study the words and the ways they can be used in sentences.

Adjective	Noun	Verb	Adverb
burial	burial	to bury	mournfully accusingly
mournful	mourners	to mourn	
	accusation	to accuse	
spicy	spice		

B. Sentences using words in the preceding list.

1. Adjective: In the tomb they found only **burial** clothes.
 Noun: The **burial** took place quickly before the Sabbath.
 Verb: Jesus **was buried** in the tomb of Joseph of Arimathea.
2. Adjective: A **mournful** sound of women crying could be heard.
 Noun: There were many **mourners** near the tomb.
 Verb: Peter **mourned** for his friend Jesus.
 Adverb: He told them **mournfully** to go away.
3. Noun: The **accusation** against Jesus was false.
 Verb: Caiaphas continued to **accuse** Jesus.
 Adverb: He spoke **accusingly** about killing Jesus.
4. Adjective: The food is too **spicy**.
 Noun: The women brought **spices** to anoint his body.

IV. A DEEPER LOOK

Talk about the questions, getting responses from the students. Encourage students to express themselves.

IV. A DEEPER LOOK

- What was illegal about the trial of Jesus?
- Why did the religious leaders feel Jesus was dangerous?
- Why did Pilate try and sentence Jesus?
- What was the religious crime charged against Jesus?
- What was the Roman crime charged against Jesus?

UNIT 7. PRACTICE EXERCISES

- F. Why didn't they give the clothing of Jesus to his mother?
- G. Why did the army officer believe in Jesus?
- H. Why did Joseph bury Jesus so quickly?
- I. Did Jesus come back to life from death?
- J. Why did Jesus have to die?
- K. How do Christians know that Jesus is the Son of God?
- L. Does Jesus live in your heart today?

Appendix

BIBLE REFERENCES

UNIT 1

Unit Text: There were so many people coming and going that Jesus and his disciples didn't even have time to eat. So he said to them, "Let us go off by ourselves to some place where we will be alone and you can rest a while." So they started out in a boat by themselves to a lonely place.

Many people, however, saw them leave and knew at once who they were; so they went from all the towns and ran ahead by land and arrived at the place ahead of Jesus and his disciples. When Jesus got out of the boat, he saw this large crowd, and his heart was filled with pity for them, because they were like sheep without a shepherd. So he began to teach them many things. When it was getting late, his disciples came to him and said, "It is already very late, and this is a lonely place. Send the people away, and let them go to the nearby farms and villages in order to buy themselves something to eat."

"You, yourselves, give them something to eat," Jesus answered.

They asked, "Do you want us to go and spend two hundred silver coins on bread in order to feed them?"

So Jesus asked them, "How much bread do you have? Go and see."

When they found out, they told him, "Five loaves and also two fish."

Jesus then told his disciples to make all the people divide into groups and sit down on the green grass. So the people sat down in rows, in groups of a hundred and groups of fifty. Then Jesus took the five loaves and the two fish, looked up to heaven, and gave thanks to God. He broke the loaves and gave them to his disciples to distribute to the people. He also divided the two fish among them all. Everyone ate and had enough. Then the disciples took up twelve baskets full of what was left of the bread and the fish. The number of men who were fed was five thousand.

Mark 6:31-44, GNB

Lesson 1: I can do all things through Christ which strengtheneth me.

Philippians 4:13, KJV

Lesson 2: Blessed are the merciful, for they shall obtain mercy.

Matthew 5:7, KJV

Lesson 3: But my God shall supply all your need according to his riches in glory by Christ Jesus.

Philippians 4:19, KJV

UNIT 2

Unit Text: Then Jesus began to teach his disciples: "The Son of Man must suffer much and be rejected by the elders, the chief priests, and the teachers of the Law. He will be put to death, but three days later he will rise to life." He made this very clear to them. So Peter took him aside and began to rebuke him. But Jesus turned around, looked at his disciples, and rebuked Peter. "Get away from me, Satan," he said. "Your thoughts don't come from God but from man!"

Then Jesus called the crowd and his disciples to him. "If anyone wants to come with me," he told them, "he must forget himself, carry his cross, and follow me. For whoever wants to save his own life will lose it; but whoever loses his life for me and for the gospel will save it. Does a person gain anything if he wins the whole world but loses his life? Of course not! There is nothing he can give to regain his life. If a person is ashamed of me and of my teaching in this godless and wicked day, then the Son of Man will be ashamed of him when he comes in the glory of his Father with the holy angels."

Mark 8:31-38, GNB

Lesson 1: For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.

John 3:16, KJV

Lesson 2: And he said to them all, "If any man will come after me, let him deny himself, and take up his cross daily, and follow me."

Luke 9:23, KJV

Lesson 3: "Whosoever therefore shall confess me before men, him will I confess also before my Father, which is in heaven."

Matthew 10:32, KJV

UNIT 3

Unit Text: When they arrived in Jerusalem, Jesus went to the Temple and began to drive out all those who were buying and selling. He overturned the tables of the moneychangers and the stools of those who sold pigeons, and he would not let anyone carry anything

through the Temple courtyards. He then taught the people: "It is written in the Scriptures that God said, 'My Temple will be called a house of prayer for the people of all nations.' But you have turned it into a hideout for thieves!"

The chief priests and the teachers of the Law heard of this, so they began looking for some way to kill Jesus. They were afraid of him, because the whole crowd was amazed at his teaching.

When evening came, Jesus and his disciples left the city.

Mark 11:15-19, GNB

Lesson 1: Blessed are the pure in heart: for they shall see God.

Matthew 5:8, KJV

Lesson 2: For it is by God's grace that you have been saved through faith. It is not the result of your own efforts, but God's gift, so that no one can boast about it.

Ephesians 2:8-9, GNB

Lesson 3: "But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you."

Matthew 5:44, KJV

UNIT 4

Unit Text: A teacher of the Law was there who heard the discussion. He saw that Jesus had given the Sadducees a good answer, so he came to him with a question: "Which commandment is the most important of all?"

Jesus replied, "The most important one is this: 'Listen, Israel! The Lord our God is the only Lord. Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength. The second most important commandment is this: 'Love your neighbor as you love yourself.' There is no other commandment more important than these two."

The teacher of the Law said to Jesus, "Well done, Teacher! It is true as you say, that only the Lord is God and that there is no other god but he. And man must love God with all his heart and with all his mind and with all his strength; and he must love his neighbor as he loves himself. It is more important to obey these two commandments than to offer on the altar animals and other sacrifices to God."

Jesus noticed how wise his answer was, and so he told him, "You are not far from the Kingdom of God."

After this nobody dared to ask Jesus any more questions.

Mark 12:28-34, GNB

Lesson 1: Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.

Mark 12:30, GNB

Lesson 2: The second most important commandment is this: Love your neighbor as you love yourself. There is no other commandment more important than these two.

Mark 12:31, GNB

Lesson 3: Love is patient and kind; it is not jealous or conceited or proud; love is not ill-mannered or selfish or irritable; love does not keep a record of wrongs; love is not happy with evil, but is happy with the truth.

1 Corinthians 13:4-6, GNB

UNIT 5

Unit Text: It was now two days before the Festival of Passover and Unleavened Bread. The chief priests and the teachers of the Law were looking for a way to arrest Jesus secretly and put him to death. "We must not do it during the festival," they said, "or the people might riot."

Mark 14:1-2, GNB

Then Judas Iscariot, one of the twelve disciples, went off to the chief priests in order to betray Jesus to them. They were pleased to hear what he had to say, and promised to give him money. So Judas started looking for a good chance to hand Jesus over to them.

Mark 14:10-11, GNB

Lesson 1: And in him all peoples will put their hope.

Matthew 12:21, GNB

Lesson 2: Christ was without sin, but for our sake God made him share our sin in order that in union with him we might share the righteousness of God.

2 Corinthians 5:21, GNB

Lesson 3: Christ is the visible likeness of the invisible God. He is the first-born Son, superior to all created things.

Colossians 1:15, GNB

UNIT 6

Unit Text: They came to a place called Gethsemane, and Jesus said to his disciples, “Sit here while I pray.”

Mark 14:32, GNB

Then he came back to the disciples and found them asleep; they could not keep their eyes open. And they did not know what to say to him.

When he came back the third time, he said to them, “Are you still sleeping and resting? Enough! The hour has come! Look, the Son of Man is now being handed over to the power of sinful men. Get up, let us go. Look, here is the man who is betraying me!”

Jesus was still speaking when Judas, one of the twelve disciples, arrived. With him was a crowd armed with swords and clubs and sent by the chief priests, the teachers of the Law, and the elders. The traitor had given the crowd a signal: “The man I kiss is the one you want. Arrest him and take him away under guard.”

As soon as Judas arrived, he went up to Jesus and said, “Teacher!” and kissed him. So they arrested Jesus and held him tight.

Mark 14:40-46, GNB

Then Jesus was taken to the High Priest’s house, where all the chief priests, the elders, and the teachers of the Law were gathering. Peter followed from a distance and went into the courtyard of the High Priest’s house. There he sat down with the guards, keeping himself warm by the fire. The chief priests and the whole Council tried to find some evidence against Jesus in order to put him to death, but they could not find any.

Mark 14:53-55, GNB

The High Priest stood up in front of them all and questioned Jesus, “Have you no answer to the accusation they bring against you?”

But Jesus kept quiet and would not say a word. Again the High Priest questioned him, “Are you the Messiah, the Son of the Blessed God?”

“I am,” answered Jesus, “and you will all see the Son of Man seated at the right side of the Almighty and coming with the clouds of heaven!”

The High Priest tore his robes and said, “We don’t need any more witnesses! You heard his blasphemy. What is your decision?”

They all voted against him: He was guilty and should be put to death.

Mark 14:60-64, GNB

Lesson 1: God is faithful.

1 Corinthians 1:9, KJV

Lesson 2: Jesus answered him, "I am the way, the truth, and the life: no one goes to the Father, except by me."

John 14:6, GNB

Lesson 3: For by grace are ye saved through faith; and that not of yourselves: it is the gift of God. Ephesians 2:8, KJV

UNIT 7

Unit Text: Early in the morning the chief priests met hurriedly with the elders, the teachers of the Law, and the whole Council, and made their plans. They put Jesus in chains, led him away, and handed him over to Pilate. Pilate questioned him, "Are you the king of the Jews?"

Jesus answered, "So you say."

Mark 15:1-2, GNB

Then they crucified him and divided his clothes among themselves, throwing dice to see who would get which piece of clothing. It was nine o'clock in the morning when they crucified him. The notice of the accusation against him said: "The King of the Jews."

Mark 15:24-26, GNB

With a loud cry Jesus died.

The curtain hanging in the Temple was torn in two, from top to bottom. The army officer who was standing there in front of the cross saw how Jesus had died. "This man was really the Son of God," he said.

Mark 15:37-39, GNB

After the Sabbath was over, Mary Magdalene, Mary the mother of James, and Salome brought spices to go and anoint the body of Jesus. Very early on Sunday morning, at sunrise, they went to the tomb. On the way they said to one another, "Who will roll away the stone for us from the entrance to the tomb?" (It was a very large stone.) Then they looked up and saw that the stone had already been rolled back. So they entered the tomb, where they saw a young man sitting at the right, wearing a white robe—and they were alarmed.

"Don't be alarmed," he said. "I know you are looking for Jesus of Nazareth, who was crucified. He is not here—he has been raised! Look, here is the place where he was

APPENDIX

placed. Now go, and give this message to his disciples, including Peter: 'He is going to Galilee ahead of you; there you will see him, just as he told you.'"

Mark 16:1-7, GNB

Lesson 1: For unto you it is given in the behalf of Christ, not only to believe on him, but also to suffer for his sake.

Philippians 1:29, KJV

Lesson 2: The army officer who was standing there in front of the cross saw how Jesus had died. "This man was really the Son of God!" he said.

Mark 15:39, GNB

Lesson 3: "I am the first and the last," says the Lord God Almighty, who is, who was, and who is to come."

Revelation 1:8, GNB

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ENGLISH LESSONS FROM THE BIBLE: an ESL Textbook WORDLIST

(An asterisk indicates that the word is not in the Vocabulary List.)

WORD	UNIT/LESSON	WORD	UNIT/LESSON	WORD	UNIT/LESSON
accusation	6-3	careless	2-3	curtain	7-2
active voice	*6-3	celebrate	7-1	cut through	3-3
against	6-3	cent	*3-1	death	2-1
ahead of	1-1	chains	7-1	decision	6-3
alarm	7-3	chalk	*1-3	deliverer	5-3
almighty	6-3	chance	5-2	demand	4-2
already	1-1	chief	2-1	deny	6-1
altar	4-1	chief priests	4-3	dependent	*4-3
among	1-2	Christmas	*3-2	dice	7-2
angel	2-1	circle	2-3	die	5-1
angry	3-1	clause	*4-3	dime	*3-1
anoint	7-3	clear	2-1	discuss	4-1
another	*1-1	close	6-1	discussion	4-1
any	*1-1	clothes	7-2	disrespect	3-3
anybody	*1-1	clothing	7-2	distribute	1-2
anyone	*1-1	clouds	6-3	divide	1-2
anything	1-1	club	6-1	dollar	*3-1
arm	6-1	coffee	*1-3	drive out	3-1
arrest	5-1	coins	1-1	during	5-1
ashamed	2-1	cold	6-3	duty	5-3
aside	2-1	color	*1-2	egg	*1-3
attitude	4-2	column	*1-2	eighth	*3-2
autumn	*4-2	command	4-1	either	*1-1
away	1-1	commandment	4-1	elders	2-1
baskets	1-2	commit	4-2	eleventh	*3-2
betray	5-2	commitment	4-2	embarrass	6-1
blood	6-1	complex	*7-1	emotions	5-3
blue	1-3	compound	*3-1	enough	1-2
body	7-2	conceited	*4-3	enter	7-3
both	*1-1	container	*1-3	entrance	7-3
bottom	7-2	corn	*1-3	eternal	2-3
box	*1-3	could	3-2	everybody	*1-1
bread	1-1	council	6-3	everything	*1-1
burden	3-1	count	5-2	evidence	6-3
bury	7-2	courtyard	3-1	expect	5-2
buy	1-1	created	*5-3	exploit	3-1
calm	5-1	cross	2-1	eyes	6-1
careful	2-3	crucify	6-2	far	4-1

VOCABULARY

WORD	UNIT/LESSON
favor	5-1
feed	1-1
festival	3-1
fifteenth	*3-2
fifth	*3-2
fifty	1-2
fill	1-1
find out	1-2
fire	6-3
first	*3-2
food	1-1
fourteenth	*3-2
fourth	*3-2
free	5-2
furniture	*1-3
future tense	*2-2
gain	2-1
get even	3-1
get out	1-1
get rid of	5-1
Gethsemane	6-1
glory	2-1
go off	1-1
godless	2-1
gospel	2-1
grass	1-2
gray	1-3
greedy	3-1
green	1-3
group	1-2
guilty	6-3
hair	*1-2
half dollar	*3-1
hand	5-2
heart	1-1
heaven	6-3
hideout	3-1
high	3-1
history	*3-2
hold	6-1
holy	2-1
hour	6-1
hungry	1-2
illegal	6-3

WORD	UNIT/LESSON
in order to	1-1
indefinite pronoun	*1-1
independent	*4-3
innocent	6-3
invisible	*5-3
irritable	*4-3
Israel	4-1
item	*1-3
joy	2-3
keep	6-1
kingdom	4-1
kiss	6-1
land	1-1
large	1-1
late	1-1
lavender	1-3
left (direction)	6-3
legal	6-3
life	2-1
loaf	1-2
loose	6-1
lose	2-1
loud	6-3
master	5-2
may	3-2
meat	*1-3
Messiah	5-1
might	3-2
military	*5-3
mind	4-1
most	4-1
mourn	7-2
murderer	6-2
music	*1-3
must	3-2
nations	3-1
near	4-1
nearby	1-1
nearly	1-1
neighbor	4-1
neither	*1-1
nickel	*3-1
ninth	*3-2
no one	*1-1

WORD	UNIT/LESSON
nobody	*1-1
noisy	6-1
none	*1-1
nothing	*1-1
notice	4-1
only	4-1
opportunity	5-2
overcharge	3-1
overturn	3-1
packages	3-1
pain	7-2
paradox	*2-3
party of Herod	4-3
passive voice	*6-3
Passover	3-1
past continuous	*1-2
past participle	*4-2
past perfect	*5-2
penalty	6-2
penny	*3-1
Pharisees	4-3
phrase	*4-3
physical	2-3
pigeons	3-1
pink	1-3
pity	1-1
politics	*3-2
pound	*1-3
power	6-1
predict	2-1
present perfect	*4-2
priest	2-1
prisoner	7-1
promise	5-2
prophet	5-1
purple	1-3
quarter	*3-1
quiet	6-1
quotation marks	*2-3
quote	*2-3
raise	7-3
realize	5-1
rebuke	2-1
red	1-3

VOCABULARY

WORD	UNIT/LESSON
regain	2-1
reject	2-1
reply	4-1
report	7-2
request	7-2
respect	3-3
rest	1-1
revolution	6-2
right (direction)	6-3
riot	5-1
rise	2-1
robe	6-3
roll	7-3
Romans	5-2
row	1-2
sacrifice	3-1
Sadducees	4-1
salt	*1-3
scribes	4-3
Scriptures	3-1
second	*3-2
secret	5-1
secretly	5-1
sect	4-3
selfish	2-3
semicolon	*7-1
seventh	*3-2
sheep	1-1
shepherd	1-1
shoe	*1-2
shortcut	3-3
should	3-2
shout	7-1
signal	6-1
silence	5-1
silver	1-1
since	*4-3
sinful	6-1
sit down	1-2
sixth	3-2
sly	5-3
soldiers	5-2
some	*1-1
somebody	*1-1

WORD	UNIT/LESSON
someone	*1-1
something	*1-1
soul	4-1
special	*2-3
spend	1-1
spices	7-3
spring	*4-2
start out	1-1
stone	7-3
stool	3-1
strange	7-2
strength	4-1
suffer	2-1
sugar	*1-3
summer	*4-2
superior	*5-3
superlative	*4-3
sword	6-1
tan	1-3
tea	*1-3
teachers of the Law	4-3
tear	6-3
teeth	*1-2
Temple	3-1
tenth	*3-2
thief	3-1
third	*3-2
thirteenth	*3-2
thousand	1-2
threaten	5-1
through	3-3
tight	6-1
tired	1-1
tomb	7-2
toothpaste	*1-3
top	7-2
torn	6-3
total	4-2
town	*1-1
traitor	5-2
transitive verb	*5-1
trap	4-1
trial	6-2
true	4-1

WORD	UNIT/LESSON
troublemaker	5-1
try	6-2
turn around	2-1
twelfth	*3-2
twelve	1-2
United States	*3-1
unleavened bread	5-1
unselfish	2-3
very	1-1
visible	*5-3
warm	6-3
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wealth	*1-3
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