Eyes to See, Ears to Hear

A faith-based course for English Language Learners

Teacher’s Edition

by Heidi Jensen
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Introductions are a daily part of life, but the information we tell early in a relationship is different from country to country. When we first meet, we usually ask each other questions. We want to find out information such as “What is your name?” and “Where are you from?” Some questions are appropriate, but others are taboo.

What questions do we typically ask when we meet someone for the first time?

Which questions are taboo in your culture?

Please share with your classmates a little about yourself. Ask them appropriate questions. Make a few notes about their answers so you can get to know them better as time goes on.

Here are a few sample sentences for you:

My name is . . .

I am from . . .

I live in . . . (neighborhood)

I have lived in this area for . . . (number of months or years)

I am a/an . . . (student, teacher, lawyer, doctor, waitress, engineer, housewife, etc.)

I like to . . . (play soccer, sew, read, surf the internet, etc.)

There are ____ (number) members in my family—my . . .

Teacher Notes:
Model the pattern of introductions you would like your students to use. Speak slightly slower than your normal conversational speed and pronounce your words clearly. If your class is primarily beginner students, stick to the sample sentences above. Limit your vocabulary to a basic level and explain any unfamiliar words. For more advanced classes, you may choose to improvise the sentence structures and allow students to do the same. Take notes on each of your students as he/she is sharing.
Over the coming weeks, we will be watching short clips from “The Story of Jesus through the Eyes of Children,” a movie about the life of Jesus. Each viewing will last approximately five minutes. Then you will practice skills based on what we have seen and heard. Every conversation takes place within a context, so think about the people, places and things going on around the words that are spoken.

In this first scene, a group of children are talking about a man named Jesus. They have different opinions about who Jesus is, and they are listening to Sarah tell what she has heard about Jesus. There were several unusual things about Jesus’ birth and childhood. Before you watch the video, please read the instructions below for the first viewing.

**First Viewing**

The goal of this activity is to help you understand the context without having to focus on what is being said. Vocabulary used in these scenes will be explained after this viewing, so do not worry if there are unfamiliar words. Relax and enjoy watching the video. Your first exercise will be to write down some of the things you saw.

**What did you see?** You have two minutes to work on this before we will discuss it as a class.

- flute

- soldier

- donkey

**Teacher Notes:**
In this section, be prepared to identify any unfamiliar items or words for your students. Encourage students to draw objects if they do not know the names. Review the words together. If students appear to be ready to review this exercise immediately, please do so.
SPECIAL VOCABULARY

Miracles - Caleb said, “Miracles are wonderful things only God can do.” A miracle is a wonderful act or event which cannot be explained. God often works through a holy person to do the miracle.

Blind - Nathan asked if a miracle was “like helping blind people see again.” A person who is unable to see is called “blind.”

Found favor with God - The angel Gabriel said, “Fear not Mary, for you have found favor with God...” Mary was treated by God with special kindness. She was going to be the mother of God’s son Jesus.

Virgin - Mary could not understand how she was going to have a baby as Gabriel had told her. Mary asked the angel, “How can this be? I am a virgin.” She was not married and had never had sexual relations with a man.

Census/Register - Caesar Augustus commanded that all people must return to their ancestors' birthplace or hometown to register for the census. A census is an official counting of the people in a city or country. To register is to complete official documents which are required by your government, school or other organization (i.e., register to vote, for school, etc.).

Stable - The only place Joseph could find for them to stay was in a stable. It is a place where animals are kept, similar to the place where the children are meeting.

Shepherds - An angel appeared to shepherds while they were taking care of their sheep at night. Shepherds are people who take care of sheep, protecting them as they travel from place to place in order to find food for the animals to eat.

Manger - Sarah told the boys that when the shepherds arrived, Jesus was “…lying in a manger. Can you imagine? They had to put Him in a box like this one I use to feed my donkey.” A manger is a box from which animals eat. It was almost never used for a newborn baby’s bed.

Salvation - When Simeon held Jesus, he praised God. Simeon said, “My eyes have seen Your salvation. This Child is chosen by God.” Salvation is the noun form of the verb “to save.” God had promised to send to the Jewish people the Savior (noun for the person who saves), but they were looking for a political leader to free them from the Roman government.

Sin - Sarah explained that “the baby Jesus would grow up to be God’s chosen person to forgive everyone, everywhere, for all the wrong things they think and say and do, the things God calls sin.” Sin separates us from God, but God promised that one day there would be someone who would make it possible for our relationship with God to be restored.

Zeal - When the leaders and teachers at the temple were amazed by Jesus’ questions, Joseph said, “Please forgive Him His zeal.” Jesus was very excited and passionate about God.
Second Viewing

Now that you have seen the video and understand what is happening, focus on the conversation this time. Discuss the following questions with one or two classmates and decide on your answers.

Who is in this video clip?

Draw a line from the name to the description or the person.

<table>
<thead>
<tr>
<th>Names</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Simeon</td>
<td>- Angel who visits Mary</td>
</tr>
<tr>
<td>- Mary</td>
<td>- Girl who knows about Jesus; she has a donkey</td>
</tr>
<tr>
<td>- Joseph</td>
<td>- Mother of Jesus; she was engaged to Joseph</td>
</tr>
<tr>
<td>- Gabriel</td>
<td>- Mary’s fiancé; he is from the town of Bethlehem</td>
</tr>
<tr>
<td>- Sarah</td>
<td>- Old man who prays for Baby Jesus in the temple</td>
</tr>
</tbody>
</table>

One More Time

With your group, choose one scene and answer the following questions. When you are finished, share the answers with people from the other groups in your class.

(Angel appearance to shepherds)

Who is in the scene? (Shepherds, sheep, angel)

What is happening? (Shepherds watch their sheep. An angel tells them Jesus is born.)

Where does it take place? (In the hills outside of Bethlehem)

When does it take place? (On the night Jesus was born)

Why do you think it happens? (God wanted the whole world to know about Jesus.)

Teacher Notes:
Recommended scenes in this viewing:
- Angel appearance to Mary
- Angel appearance to shepherds
- Meeting Simeon at the temple
- Jesus as a boy
Do you have any questions?

Teacher Notes:
Be prepared for a variety of questions which may arise during this (and every) lesson. Keep track of the questions asked and who asked them so that if you learn more through a sermon or reading you can share the information with that student.

Teacher Notes:
Since this is the first lesson, explain to your students why it is important to have good pronunciation in regard to the sounds, rhythm, intonation and speed of a language. After playing the video segment several times and reviewing the stressed words, invite students to read aloud with the video in the mini-dialogue below. It will be difficult, but it is good practice and helps improve speed.

CATCHING THE RHYTHM

Often when we are learning another language, we carry over sound patterns from our native language. We might stress different syllables than a native speaker would or pronounce letters differently. In order to improve our pronunciation, we must pay close attention to the sounds, rhythm, intonation and speed of native speakers and try to imitate these patterns. In this section, we will focus on improving our pronunciation.

Listen again to this very short clip of the children talking. Notice the stress and rhythm of their voices. What words are emphasized? Underline those words in the sentences below, then practice reading the sentences. After practicing with a partner several times, try to read along with the video.

Nathan: So Jesus was a baby, and now He's a man; wasn't He ever a boy?

Sarah: Sure He was. My grandmother told me that when Jesus was about 12 years old, Mary and Joseph took Him here to Jerusalem. Jesus went to the temple and talked with all the leaders and teachers.
LOOKING AT THE PIECES

Nathan: So Jesus was a baby, and now He’s a man; wasn’t He ever a boy?

Sarah: Sure He was.

In the dialogue above, Nathan said to Sarah, “So Jesus was a baby, and now He’s a man; wasn’t He ever a boy?” A question like this may be confusing to English language learners because it is asked with a negative helping verb (was, have, should, can, does, would, etc.); this type of question is called a “tag question.” Tag questions are common in conversation because the person asking the question is looking to see if the listener agrees with what he or she thinks. One helpful method for deciding the answer is to change the statement with a “tag” into a simple question.

Study the examples below, and then complete the following exercises.

Question: You haven’t been to Paris, have you?

Simplified: (Have you been to Paris?)

Positive answer: Yes, I have. I saw Versailles, the Louvre, and the Eiffel Tower.

Negative answer: No, I haven’t. I’d like to go someday, but I’ve never traveled overseas yet.

Question: Mary works for a Japanese company, doesn’t she?

Simplified: (Does Mary work for a Japanese company?)

Positive answer: Yes, she does. She works for Mitsubishi Motors.

Negative answer: No, she doesn’t. She works for a French bank.

1. Henry is living overseas still, isn’t he?

Simplified: Is Henry still living overseas?

Positive answer: Yes, he is (still living overseas).

Negative answer: No, he has moved back to his mother’s home.

2. Sherry wasn’t home over the weekend, was she?

Simplified: Was Sherry home over the weekend?

Positive answer: Yes, she was. She cleaned her apartment on Saturday.

Negative answer: No, she wasn’t. She went to visit a friend in Alaska.
3. The car keys are on the table, aren't they?
Simplified: Are the car keys on the table?
Positive answer: Yes, they are. They're next to the vase.
Negative answer: No, they aren't. You left them in your jacket.

4. You think I should go to the party, don't you?
Simplified: Do you think I should go to the party?
Positive answer: Yes, I do. I think you’ll have a great time.
Negative answer: No, I don't. I don’t trust the people who will be there.

5. Carson can't drive, can he?
Simplified: Can Carson drive?
Positive answer: Yes, he can. He just got his license.
Negative answer: No, he can't. He didn’t pass his drivers license exam.

6. You liked the book, didn’t you?
Simplified: Did you like the book?
Positive answer: Yes, I did. I thought it was very good.
Negative answer: No, I didn’t. I didn’t like the author’s style of writing.

7. Question:
Simplified: 
Positive answer: 
Negative answer: 

8. Question:
Simplified: 
Positive answer: 
Negative answer: 
PUTTING IT ALL TOGETHER

Native speakers of English sometimes complain that non-native English speakers do not seem to listen to them because they ask questions about so many different things, but do not comment on the answers or ask follow-up questions. This is caused in part by the way many people learn English. Look at the following conversation.

Manuela: What's your name?
Stephan: Stephan.
Manuela: Where are you from?
Stephan: I'm originally from Norway, but now I live in New York.
Manuela: What's your hobby?
Stephan: I like to go snow-boarding and water-skiing.

Unless we are in a situation in which we are giving a lecture or interview, conversation involves both giving and receiving information. We ask questions and respond to the questions or comments of our conversation partner. Rather than one person asking all the questions or giving all the answers, it is important that conversation partners share these roles. Look at the following dialogue and note the differences from the conversation above.

Manuela: Hi! I'm Manuela, what's your name?
Stephan: Stephan. Nice to meet you Manuela. That's a pretty name.
Manuela: Thanks! Where are you from Stephan?
Stephan: Well, I'm originally from Norway, but now I live in New York. How about you?
Manuela: I'm from Columbia. I'm here for a few months as an exchange student.
Stephan: That's great! I hope you enjoy your time here. Do you have any hobbies? I like to go snow-boarding and water-skiing.
Manuela: How exciting! I've never gone snow-boarding or water-skiing before, but I'd like to try someday. Usually I like to ride my bike and read books.

Teacher Notes:
Discuss the differences between the two conversations. How would you feel if someone never offered information or asked you any questions?
Complete the conversations below with a partner, being careful to ask questions, offer information, respond to questions, and comment on your partner’s answers.

Talking about television programs:
A: What’s your favorite television program?
B: __________________________________________________________________________.
A: I’ve never seen that show before. What is it about?
B: __________________________________________________________________________. What show do you like?
A: __________________________________________________________________________. Have you ever seen it?
B: __________________________________________________________________________.

New to the neighborhood:
A: Hi! I don’t remember meeting you before. I’m _____________. What’s your name?
B: I’m ____________. I’m new in this neighborhood; I just moved here _____________.
A: Welcome! Where were you living before?
B: __________________________________________________________________________. Have you lived here a long time?
A: ____________, I’ve lived here _______________. If there is anything I can help you with, please ask me.
B: Actually, there is one question I have. Where is the nearest ________________?
A: __________________________________________________________________________.
B: Great! I’ll go there tomorrow. Thanks for your help!
A: No problem; I’m glad I could help.
STRAIGHT FROM THE SOURCE

Read the following verses from the book of Luke in the Bible. It tells how the shepherds learned about Jesus’ birth. Then answer the questions on the next page.

Luke 2:8-18 (New International Reader’s Version)

8-There were shepherds living out in the fields nearby. It was night, and they were looking after their sheep.

9- An angel of the Lord appeared to them. And the glory of the Lord shone around them. They were terrified.

10- But the angel said to them, “Do not be afraid. I bring you good news of great joy. It is for all the people.

11- Today in the town of David a Savior has been born to you. He is Christ the Lord.

12- Here is how you will know I am telling you the truth. You will find a baby wrapped in strips of cloth and lying in a manger.”

13- Suddenly a large group of angels from heaven also appeared. They were praising God. They said,

14- “May glory be given to God in the highest heaven! And may peace be given to those He is pleased with on earth!”

15- The angels left and went into heaven. Then the shepherds said to one another, “Let’s go to Bethlehem. Let’s see this thing that has happened, which the Lord has told us about.”

16- So they hurried off and found Mary and Joseph and the baby. The baby was lying in the manger.

17- After the shepherds had seen Him, they told everyone. They reported what the angel had said about this child.

18- All who heard it were amazed at what the shepherds said to them.

Teacher Notes:

Explain that each unit’s readings will be from the Bible. The questions that follow the passage will focus on a specific type of question, often what was studied in the grammar section. Explain about the four gospels that give the account of Jesus and welcome any questions from the students.

Teacher Notes:

Consider assigning students verses to read aloud. For verses where there are difficult vocabulary or names difficult to pronounce, you may want to read them yourself. To reinforce sentence stress, ask students which one or two words they would stress for each sentence.
QUESTIONS

1. The baby was lying in a bed, wasn’t he?
   
   (v. 12, 16) No, he wasn’t. He was lying in a manger.

2. It was good news for all people that the angels told, wasn’t it?
   
   (v. 10) Yes, it was.

3. The shepherds were in the stable when the angels appeared to them, weren’t they?
   
   (v. 8-10) No, they weren’t. They were in the fields watching their sheep.

4. The shepherds didn’t tell anyone about their experience, did they?
   
   (v. 17) Yes, they did. They told everyone.

Do you have any questions?
PUTTING IT DOWN IN INK

In many countries, parents send birth announcements when they have a baby. Please fill out the birth announcement below for yourself or someone in your family.

Babies are a gift from God

Announcing the birth of:
(name)

Born on:
(date)

Weight:
(Kilograms or pounds & ounces)

Length:
(cenimeters or inches)

Parents:
(names)

Teacher Notes:
In most cultures, the birth of a child is announced only through personal communication with the parents or other family members. As you explain why we send birth announcements, ask your students how a baby’s birth is announced in their culture.
INTERACTING

Today, we saw the children in the video discussing some unusual experiences: visits by angels, a virgin birth, and an old man who claimed a baby was chosen by God to be the Savior. Think about the most unusual experience you have ever had. Tell your partner your story. Listen to your partner’s story and ask questions so that you can tell a summary of the story. Tell someone else the story your first partner told you.

For example:

Student A: Once when I visited a zoo in Japan, a female gorilla threw a rock at my friends and me.

Student B: Did you get hurt?

Student A: No, but it was strange.

Student B: What happened? Why did the gorilla do that?

Student A: Well, the gorilla was pregnant, and I think she became jealous because the male gorilla was showing off in front of the women.

Student B: Hah! That’s funny. I’m glad she didn’t hit anyone with the stone.

Student B to Student C: A female gorilla threw a rock at Student A and her friends when they were in Japan. The gorilla was jealous because her mate was showing off for the girls.

As you are thinking of what to tell your partner, make notes below to help you remember.

Telling your unusual story:

Who?

What?

When?

Where?

Why?

How?
Teacher Notes:
There are several purposes for this communicative activity: fluency, story-telling, reporting, summarizing, applying the give-and-take conversational style studied in the “Putting It All Together” section, and getting to know one another. Observe students and be available to help with any necessary vocabulary or explanation of how to express an idea. Beware of correcting students at this point. Note patterns of errors and review as you debrief the activity. Do not mention who made the mistake, but point out the error and ask the class to identify the error and how it might be corrected.

Now tell your partner’s story:

Who?

What?

When?

Where?

Why?

How?

TAKING IT HOME
It is important to use the skills practiced in class outside of the classroom and interesting to consider different perspectives on what happened in the video. Ask one or two friends or family members to be your story partners. It would be best if this person is not in the class, such as a child, parent, friend, co-worker, or neighbor. You may choose someone from the class if you are unable to find someone outside of class.

When asking someone to be your story partner, you can say, “In my English class today we viewed a video clip about children who were talking about Jesus. Some children believed that Jesus was the Son of God, but others did not. I want to practice my English skills. Would you listen to me as I practice telling the story each week? It will only take a few minutes each time.”

Each week you will tell a specific part of the story to your partner in English and/or your native language. At the end of the class term, please invite your story partners to your class party.

This week, tell your partner some of the unusual things about Jesus’ birth. Ask your partner, “Do you have any questions about the story?” Write those questions below and share them with our class when we meet again.

Who is your story partner?

What questions did your story partner ask?
UNIT 2: ARE YOU QUALIFIED?

GETTING STARTED

In the last unit, you met your classmates. Today you will learn more about their interests and experiences by playing a game called Conversation Bingo. Here are the rules:

1. Ask one of your classmates a question below.

2. If your classmate answers “yes,” he/she may write his/her name in the box. Ask another question about their answer. (Did you plan a party last month? “Yes.” What kind of party was it? “It was a birthday party for my friend.”)

3. Each person you talk to may only sign your paper once.

4. When you have five names in the same row, column, or diagonal, say, “BINGO!”

<table>
<thead>
<tr>
<th>Did you plan a party last month?</th>
<th>Did you read a mystery novel last year?</th>
<th>Did you watch television today?</th>
<th>Did you watch a movie last month?</th>
<th>Did you ever paint a picture?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you do laundry last week?</td>
<td>Did you eat tomatoes last week?</td>
<td>Did you study English yesterday?</td>
<td>Did you eat breakfast today?</td>
<td>Did you ever sing in a concert?</td>
</tr>
<tr>
<td>Did you shop at a grocery store yesterday?</td>
<td>Did you brush your teeth today?</td>
<td>Did you grow vegetables last year?</td>
<td>Did you use a computer last month?</td>
<td>Did you ever climb a mountain?</td>
</tr>
<tr>
<td>Did you listen to the radio this morning?</td>
<td>Did you make an international telephone call last month?</td>
<td>Did you write a letter last week?</td>
<td>Did you cook yesterday?</td>
<td>Did you ever give a speech to more than 50 people?</td>
</tr>
<tr>
<td>Did you forget someone’s name this week?</td>
<td>Did you drive a car yesterday?</td>
<td>Did you ride a bicycle last month?</td>
<td>Did you ride a train or subway last week?</td>
<td>Did you ever travel overseas?</td>
</tr>
</tbody>
</table>

Teacher Notes:

Preview the questions with your students. Do they understand the questions? Read the instructions together. Model what students will do during the activity. After they finish, review using the sentence pattern “John watched television today.” Write all the verbs on the board. Point out the regular and irregular verbs. Identify the three sounds regular verbs make in the past tense (/d/, /t/, and /id/). See “Catching the Rhythm” and “Looking at the Pieces” sections later in this unit.
In today’s film clip, Jesus is an adult. As He travels from place to place, Jesus performs miracles and teaches people about God. Jesus tells of the purpose of His life. Some people believe that Jesus might be the Savior God had promised, but others do not believe in Him. What qualities do you think would be important for this Savior to have? Do you think a carpenter’s son could be the Savior of the world?

The First Viewing

The goal of this activity is to help you understand the context, without having to focus on what is actually being said. Vocabulary used in these scenes will be explained after this viewing, so don’t worry if there are unfamiliar words. Relax and enjoy watching the video. Your first exercise will be to write down some of the things you saw.

What did you see?

• baskets

Teacher Notes:
As you write words on the board that students have seen in the video, encourage them to use descriptive words (“woven baskets” or “baskets made of straw,” etc.).

Teacher Notes:
You may want to make a list of job qualifications for the Savior God had promised and another of qualities that the people were looking for in the one who would save them from the Roman government.
SPECIAL VOCABULARY

**Baptize** - John the Baptist was baptizing people in the river. As Sarah said, “John baptized people who wanted to obey God.” Baptism is a ceremony which shows that we know we need God’s forgiveness and that only God can clean our hearts. Some churches only baptize adults who have expressed a personal relationship with God; others may baptize babies. During the service, the individual may be put completely under the water or may only have water rubbed on his or her forehead. Regardless of how the ceremony is done, it is recognized as a sign that the person has become a member of the Christian church.

**Scriptures** - Jesus read from the Holy Scriptures, God’s book. The Bible is another name for the Scriptures. Jesus read from what is now called the Old Testament.

**Proclaim** - Jesus said that He was sent to “proclaim release to the captives and recovery of sight to the blind.” Jesus was to publicly tell the message He was given from God.

**Captives** - Captives are people who are held prisoner. Jesus was to tell people held captive that they are now free.

**Liberty** - Jesus came “to set at liberty those who are oppressed.” He would give freedom to those who are treated cruelly.

**Oppressed** - Jesus came “to set at liberty those who are oppressed.” The people who listened to Jesus were treated unfairly by the Roman government, the people who supervised their work, and the religious leaders. Jesus came to free them from this bad treatment.

**Carpenter** - People did not think Jesus could be such a good teacher because “He’s the son of Joseph, the carpenter.” Joseph made things from wood; he may have made wheels or carts.

**Prophet** - A prophet is someone who speaks for God and tells about future events. Jesus read what Isaiah the prophet had written more than 750 years before Jesus was born. These words are written in the Old Testament in Isaiah 61:1-2. God told Isaiah that the Messiah would “bring good news to the poor... and announce that the time has come when the Lord will save His people.”

**Holy** - Sarah said Peter was afraid because “he couldn’t understand how someone as holy and powerful as Jesus could accept someone as sinful as he was.” To be holy is to live a pure and blameless life.

**Mighty** - Jonathan explained to Ben, “We believe that God will send us a mighty king.” Many Jews believed that the Messiah would be a very powerful and strong king.

**Nonsense** - Jonathan said to Ben, “Your friend’s father believes that someone born in a stable is that king. It’s nonsense.” He thought it was a foolish idea to believe that Jesus is the Messiah.

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**Teacher Notes:**
Remember, if you want to make this section more interactive, ask your students to circle the words which define each of the underlined words. Do they know a word or phrase with a similar meaning?
Second Viewing

Now that you have seen the video clip once and understand some of the context of the conversation, let’s focus on the conversation. Discuss the following questions with one or two classmates and decide on your answers.

1. Jesus was baptized by a man named _____________________.
   a. Peter
   b. Andrew
   c. John
   d. Alfred

2. When Jesus went to the ____________________, the leaders asked Him to read the Scriptures.
   a. baseball stadium
   b. government office
   c. market
   d. temple

3. Jesus told Peter to _____________________.
   a. stop fishing and become a farmer.
   b. push the boat further into the water and try to catch some fish.
   c. become partners with James and John.
   d. get baptized by John.

4. Peter told Jesus _____________________.
   a. “Go away from me, Lord. I am a sinful man.”
   b. “Please join our fishing partnership.”
   c. “I want to follow you.”
   d. “We’ve never caught so many fish!”

5. Jonathan, Benjamin’s father, believes that _____________________.
   a. Jesus is the Messiah.
   b. Caleb’s father is a wise man.
   c. Caleb and Benjamin should be friends.
   d. God will send a mighty king to save the Jews.
One More Time

With your group, choose one scene and answer the following questions. When you are finished, share the answers with people from the other groups in your class.

Who is in the scene?

What is happening?

Where does it take place?

When does it take place?

Why do you think it happens?

Teacher Notes:

Suggested scenes for discussion:
- Jesus’ baptism
- Jesus reading Scriptures at the temple
- Peter’s fishing trip

Do you have any questions?

Teacher Notes:

Be prepared for questions about baptism, why the men became angry at the temple when Jesus said the Scriptures were fulfilled, etc.
CATCHING THE RHYTHM

When Jesus told Peter to push the boat out into deeper waters to fish, Peter did not want to do it. Look at what Peter said:

“Oh, Master, we worked hard all night long, and caught nothing.”

Peter’s short answer has examples of both regular and irregular verbs in the simple past tense. For regular verbs, such as “work,” you simply add the ending “-ed.” Irregular verbs, which will be looked at in the next section, must be studied because the root word changes; this is one of the difficult parts of learning English.

When the “-ed” ending is added, it is not always pronounced as the same sound. Say the following word pairs aloud.

-study/studied  -miss/missed  -start/started

Did you notice the differences in the sounds of the endings? Regular verbs in the simple past tense make three possible sounds: /-d/ as in “studied,” /-t/ as in “missed,” or /-id/ as in “started.”

Look at the following list of words. Say them aloud. Which sound does the “-ed” ending make? Put the correct sound after each word.

baptized  d  obeyed  d  brushed  t  lived  d
reminded  id  believed  d  discussed  t  started  id
studied  d  shopped  t  cried  d  watched  t
laughed  t  fished  t  rested  id  climbed  d
cooked  t  collected  id  rowed  d  graduated  id

Hint:
The final sound of the verb can give you clues as to how the “-ed” ending should be pronounced.
• If the verb ends in a vowel sound or a voiced consonant like b, g, j, l, m, n, ng, r, v, z, or “th” as in “weather,” the “-ed” is pronounced /-d/.
• If the verb ends in a voiceless consonant like f, k, p, s, sh, or ch, the “-ed” is pronounced /-t/.
• Exceptions to the rules above: If the verb ends in a /d/ (voiced) or /t/ sound (voiceless), the “-ed” is pronounced /-id/.

Teacher Notes:
These two exercises should flow smoothly from the review of the opening exercise. Allowing the students to work together in pairs reinforces the development of the skill as they discuss the examples. Pairing a lower-level student with a more advanced student can be beneficial for both.
LOOKING AT THE PIECES

Irregular verbs are often confusing to someone learning English. In order to speak and write correctly, these verbs must be studied until they are learned. Here are a few common irregular verbs in their present and simple past tense forms.

is/was  sleep/slept  say/said
are/were  come/came  tell/told
see/saw  send/sent  begin/began
teach/taught  write/wrote  leave/left
do/did  fight/fought  hear/heard
drive/drove  buy/bought  shut/shut

Complete the following conversation with words from the box above.

Naomi: ___Did___ you hear what happened when Sarah ___came___ to my house?
John:  No, what?
Naomi:  Well, Felix was having trouble learning to drive. His brother Roger ___taught___ him how to start, stop, and park the car on the side of the road.
John:  What happened? I ___heard___ from Marvin that Roger’s car is in the repair shop.
Naomi:  Felix ___drove___ the car to the post office because he ___wrote___ a letter to his girlfriend. When he ___left___ the car, he didn’t ___shut___ the door. Another car came down the road, but the driver hadn’t ___slept___ all night. He was so sleepy from driving for a long time that he crashed his car into Roger’s car.
John:  ___Was___ everyone all right?
Naomi:  Everyone was okay until Roger ___saw___ how bad his car was! Then he ___began___ to yell at the man. The man got very angry, and they started to hit each other. They ___fought___ until the police arrived, and both had to go to the police station.
John:  Poor Roger! Not only did he have to spend his day off teaching his brother to drive, but he had a fight and went to the police station. He must be very upset about the damage to his new car. He just ___bought___ that car for $25,000!
Naomi:  That’s true! Marvin ___told___ my sister that the car will never be the same again. He ___said___ that the repairs would be very expensive and take at least three weeks to fix.
John:  How terrible! Why don’t we take Roger out to dinner tonight to cheer him up?
Naomi:  Great idea! I’ll go call him now.
**PUTTING IT ALL TOGETHER**

There are many ways to say farewell to someone you are talking with, but some ways are not appropriate in every situation. Sometimes we should be very formal, such as when we are interviewing for an important job; in that case we may say,

“Thank you for considering me for this position. I will call you next week regarding your decision. Goodbye.”

In other situations, such as when we are leaving close friends, we might joke,

“See you later, alligator!”

The words we use to say goodbye should be appropriate to our relationship with the person we are talking with and the situation we are in. It is better to be too formal than to chance being rude and offend those we meet.

Look at the two columns below. With your partner or group, match the situation in column one with the appropriate way of saying goodbye in column two.

<table>
<thead>
<tr>
<th>Situation</th>
<th>&quot;Goodbye!&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. G</td>
<td>A. “Be good!”</td>
</tr>
<tr>
<td>2. I</td>
<td>B. “Thank you for shopping at Marcy’s. Have a nice day. Please come again.”</td>
</tr>
<tr>
<td>3. H</td>
<td>C. “See you next week!”</td>
</tr>
<tr>
<td>4. A</td>
<td>D. “Thanks for coming. I’m so glad you could join us for dinner tonight.”</td>
</tr>
<tr>
<td>5. B</td>
<td>E. “Bye-bye!”</td>
</tr>
<tr>
<td>6. F</td>
<td>F. “Sorry I have to leave. Thank you for a lovely time.”</td>
</tr>
<tr>
<td>7. C</td>
<td>G. “Stay well!”</td>
</tr>
<tr>
<td>8. E</td>
<td>H. “Take care!”</td>
</tr>
<tr>
<td>9. D</td>
<td>I. “Thank you for your time. We’ll contact you early next week regarding our decision.”</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

There may be more than one appropriate answer for each of the situations above. Brainstorm additional ways that the speaker could say farewell.
STRAIGHT FROM THE SOURCE

Read the following verses from the book of Luke in the Bible. It tells about when Jesus read from the Scriptures in the temple. Then answer the questions.


16 Jesus went to Nazareth, where He had been brought up. On the Sabbath day He went into the synagogue as He usually did. And He stood up to read.

17 The scroll of the prophet Isaiah was handed to Him. He unrolled it and found the right place. There it is written,

18 “The Spirit of the Lord is on Me. He has anointed Me to tell the good news to poor people. He has sent Me to announce freedom for prisoners. He has sent Me so that the blind will see again. He wants Me to free those who are beaten down.

19 And He has sent Me to announce the year when He will set His people free.”

20 Then Jesus rolled up the scroll. He gave it back to the attendant and sat down. The eyes of everyone in the synagogue were staring at Him.

21 He began by saying to them, “Today this passage of Scripture is coming true as you listen.”

Questions

1. Was Jesus brought up in Jerusalem? (v. 16) No, Jesus was brought up in Nazareth.

2. Did Jesus read the Scriptures in the marketplace? (v. 16) No, He read in the synagogue.

3. Did Isaiah the prophet write the passage that Jesus read? (v. 17-19) Yes, he did.

4. Did Jesus come to declare war on Rome? (v. 18-19) No, He came to tell the good news to poor people. He came to announce freedom for prisoners. He came so that the blind will see again. He came to free those who are beaten down and to announce the year when He will set His people free.

5. Did Jesus come to announce the year when God would set His people free? (v. 19) Yes, He did.

6. Did Jesus sing after he read the Scriptures? (v. 20-21) No, Jesus rolled up the scroll and gave it to the attendant. Then He said, “Today this passage of Scripture is coming true as you listen.”

Teacher Notes:
Assist students with pronunciation as needed. Reinforce sentence stress as in Chapter 1.
PUTTING IT DOWN IN INK

Look at the following advertisements which were found on a community bulletin board. What questions are answered in a help-wanted ad? What do you think the abbreviations mean?

Teacher Notes:
Read through the ads together. Discuss what skills are needed for each position. For which position would you most likely apply? Do you know anyone you would recommend for any of these jobs?

Key for abbreviations:
p/t = part time  
M/Th= Monday/Thursday  
w/e = weekend  
exp = experience  
ref. req. = references required

Create an ad for some work you would like done.

Help Wanted!

Dog walker: Elderly couple wants teen boy or girl to help care for their Chocolate Labrador, Chief. Must be willing to walk dog on cold and rainy days. Must also be able to care for Chief when they travel. Please contact their son, Geraldo, at 973-803-4256.

Busy law office looking for a p/t secretary to answer phones, type memos, and take notes during meetings. Must be pleasant, flexible, and able to use a computer. Must work M/Th and be available for occasional w/e shifts. Fax resume to Robert at 202-392-7650.

Insurance salespeople needed—no exp. necessary. Please contact JP at 906-487-4205.

Camp Idonwanna Gohome needs a swimming teacher from 6/20-9/2. Must have lifeguarding license and love children. Ref. req. Call Captain Hook at the lodge, 237-692-8054.

Nanny wanted to care for 7 delightful children at their home in the Austrian Alps. Must be strict and able to teach children their school lessons. Ref. req. E-mail resume to: thecap@hillsarealive.com.

Artists need housekeeper to tidy their studio and home. No experience required, but personal references are needed. Patience and flexible schedule a must. Call HL at 020-392-8828.

Music teacher wanted for 4-year-old twins. Must be able to teach piano, guitar, and drums. Must know children's music and work well with little boys. Send resume and personal references to: DJIlovemusic@juno.com.
INTERACTING

Today we saw Jesus tell people in the temple why He had come. Jesus had a job description for His life. Jesus came to tell the good news to poor people, to announce freedom for prisoners, to make the blind to see again, to free those who are beaten down, and to announce the year when He will set His people free.

In the last exercise, you created a help-wanted advertisement. Now you will pretend that you are calling about one of the jobs. Working with your partner, decide which of you will be the one who is calling for information about the job; the other partner will be the one who placed the ad. For which position will you apply? Role-play the interview. Below are some phrases you may use.

"I’m calling about the help-wanted ad on the bulletin board."

"Has the position been filled?"

"How much does the position pay?"

"When will it be filled?"

"What is your experience with children?"

"When would you be free to come for an interview?"

Other:

Teacher Notes:
Model calling about a help-wanted advertisement before your students begin this exercise. If a teaching partner is available, practice with him/her; otherwise, choose one of your most advanced students to role-play the person who placed the ad. You should play the role of the caller and ask appropriate questions. Then let your students practice their interview skills. You may want to write a sample dialogue on the board to which students can refer.

Teacher Notes:
Since this is a fluency type exercise, listen for patterns in errors. Do not correct every mistake you hear, but bring attention to the patterns as you review. Invite each pair to perform one of their interviews for the class. Through applause and praise, show appreciation to those who have performed.
TAKING IT HOME

Tell your story partner about what Jesus said in the temple. (You may look at your notes from the video or the Bible story written in “Straight From the Source.”)

What do you think about what Jesus said? Did Jesus have a good purpose for His life?

What does your story partner think about what Jesus said?

What questions does your story partner ask?

Teacher Notes:
Invite each student to tell who his/her story partner is. What questions did the story partner ask about Unit 1? Read the instructions and questions above. Do the students understand which scene they are to explain? Do they understand the questions?

Do you have any questions?
UNIT 3: ARE YOU FEELING OK?

GETTING STARTED

Below are pictures of people who are not feeling well. What do you think each person would say in response to the question, “How are you feeling?” Match the pictures to the statements in the center. With your partner, discuss suggestions on what the person should do to feel better.

Teacher Notes:

Begin class by asking each student, “How are you?” Explain that today you will discuss what you say when you are not feeling well. Practice saying the phrases in the center of the page. In pairs, have students match the pictures to the phrases and discuss appropriate remedies for each ailment.

“I have a fever.”
“I am hungry.”
“I have a stomachache.”
“I have a toothache.”
“I have the flu.”
“I have a headache.”
“I feel dizzy.”
“I feel sleepy.”

Dizzy - go lay down; put your feet up, etc.

Stomachache - antacid, etc.

Toothache - go to the dentist, etc.

Flu - rest, drink a lot, etc.

Headache - take aspirin, etc.

Fever - rest, drink, take aspirin, etc.

Sleepy - rest, drink water or coffee, etc.

Hungry - eat, drink water, etc.
Today we will watch more of Jesus’ life. First, Jesus heals a young girl. Next, He chooses His disciples and tells them to follow Him. Although Jesus teaches about God and performs miracles, some people are unsure if He is from God. Different ideas about Jesus cause some people to argue and fight because they disagree.

**First Viewing**

What did you see?
- Matthew collected taxes.

**Teacher Notes:**
Encourage students to use longer descriptive phrases as you write what they have seen on the board.

**SPECIAL VOCABULARY**

**Bother** – Jairus’s friend said, “Your daughter has died. Don’t bother the teacher any longer.” He told Jairus to stop annoying Jesus by asking for help because his daughter was dead.

**Tax** – Matthew was a tax collector. Matthew collected the money that people paid to the government.

**Disciples** – Caleb explained, “Matthew is one of the twelve people Jesus chose to be His disciples. They are His best friends, and they travel with Him everywhere to help teach people about God.” Disciples are followers of a religious leader. When it is written “the disciples,” it usually refers to the twelve men Jesus chose, although His name is not mentioned.
Bully – Leah called Benjamin a bully because he was being unkind to Sarah. A bully is someone who mistreats a weaker person.

Traitor – Caleb’s father said, “I’ve heard there may be a traitor among the so-called followers of Jesus.” A traitor is someone who is not loyal to his or her group.

Bless – Jesus said, “Bless those who curse you.” We are to ask God to be kind to those who curse us.

Curse – Jesus said, “Bless those who curse you.” We are to bless those who say they hope evil things will happen to us.

Mistreat – Jesus commanded, “… pray for those who mistreat you.” We are to pray for those who are unkind to us or hurt us.

Strikes – “If anyone strikes you on the one cheek, let him hit the other one also,” Jesus told his listeners. If someone hits you on your face, you should not hit him back.

Messiah – The children heard the men say, “Do you think He might be the Messiah?” Joel told Leah that the name Messiah means “promised one.” God had promised that He would send a Savior to destroy the power of evil and bring forgiveness to all who believe in Him.

Teacher Notes:
Elaborate on these words with additional examples of how the common words are used. In explaining “Messiah,” you may want to refer to Handel’s “Messiah” which ends with the “Hallelujah Chorus;” many internationals would recognize this famous work of music.

Second Viewing
Now that you have seen the video clip once and understand some of the context of the conversation, focus on the conversation this time. Discuss the following activity with one or two classmates and decide on your answers.

Put the names of the disciples who followed Jesus in the order in which you hear them. Although Matthew is talked about just before the listing, begin with Simon’s other name.

1. Peter
2. Andrew
3. James
4. John
5. Philip
6. Bartholomew
7. Matthew
8. Thomas
9. another James
10. another Simon
11. Judas the brother of James
12. Judas Iscariot

Teacher Notes:
This listening exercise is more difficult than previous exercises. Ask students if they would like to watch this scene again. Review by reading aloud the names of the disciples.
One More Time

With your group, choose one scene and answer the following questions. When you are finished, share the answers with people from the other groups in your class.

Who is in the scene?

What is happening?

Where does it take place?

When does it take place?

Why do you think it happens?

Teacher Notes:
Suggested scenes for discussion:
- Jairus and Jesus (until Jairus’ daughter is healed)
- Calling of the disciples
- Jesus teaching the crowds
- Children fighting in the barn

Do you have any questions?