

# ENGLISH LESSONS

**From the Bible: Book of Mark**

written by Glenda Reece  
in collaboration with Mildred Blankenship

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**Book 1**

**Student Edition**





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illustrated by Laurie Allen Klein

North American Mission Board • 4200 North Point Parkway • Alpharetta, GA 30022-4176

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# ABOUT THE AUTHOR

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To the student:

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

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

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# DEDICATION

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

# TABLE OF CONTENTS

## TABLE OF CONTENTS

PREFACE .....	viii
INTRODUCTION .....	xi
UNIT 1 Mark 1:1; 16-20 .....	1
COMMUNICATION	
Introductions to class by instructor and students	
Identifying Bible characters	
Greetings	
GRAMMAR	
Question words <i>who, what</i> , plus <i>this</i> and <i>that</i>	
Personal pronouns	
PRONUNCIATION OF <i>B</i> AND <i>P</i>	
UNIT 2 Mark 1:29-31 .....	29
COMMUNICATION	
Introductions of fellow students	
Negative statements	
GRAMMAR	
Question words: <i>who, what, where</i>	
Singular and plural nouns	
The verb <i>to be</i>	
Present tense	
PRONUNCIATION OF <i>S</i> AND <i>Z</i>	
UNIT 3 Mark 1:35-38 .....	67
COMMUNICATION	
Times of day	
Use of “I don’t know,” “I don’t understand.”	
GRAMMAR	
Adverbs and adjectives	
<i>Do, have, go</i>	
<i>At, in</i>	
Question word: <i>whose</i>	
PRONUNCIATION OF <i>V, A, E</i>	

# TABLE OF CONTENTS

UNIT 4 Mark 2:1-7 .....	113
COMMUNICATION	
Tell part of the story	
Tell what he is doing now	
Talk about themselves using reflexive pronouns	
GRAMMAR	
Question words: <i>how much</i> and <i>how many</i>	
Prepositions	
Present continuous tense	
Reflexive pronouns	
PRONUNCIATION OF <i>I, O, U</i>	
UNIT 5 Mark 2:8-12 .....	153
COMMUNICATION	
Ask and answer questions	
GRAMMAR	
Comparative degree, adjectives	
Personal pronouns as objects	
Negative in present continuous tense	
<i>There is</i> and <i>there are</i>	
Prepositions	
PRONUNCIATION OF <i>F, V, T, D</i>	
UNIT 6 Mark 2:13-17 .....	193
COMMUNICATION	
Short answers—affirmative and negative	
Let's go	
Use of questions and answers in present tense	
GRAMMAR	
<i>Go, have, do</i> , irregular present tense	
Question words: <i>do</i> and <i>does</i>	
Prepositions	
Pronouns	
PRONUNCIATION OF <i>K</i> and <i>G</i> . Review of short vowels	

# TABLE OF CONTENTS

UNIT 7 Mark 3:1-6 .....	235
COMMUNICATION	
Use of the imperative in speaking	
Tell the story	
GRAMMAR	
<i>If/whether</i>	
Imperative form of the verb	
Tag endings	
PRONUNCIATION OF <i>E, A, I</i>	
UNIT 8 Mark 4:1-8 .....	269
COMMUNICATION	
Discuss planting and farming	
Tell something that happened yesterday	
GRAMMAR	
Past tense of <i>to be</i>	
Negative past tense of <i>to be</i>	
Identifying nouns as subject, direct object, and object of preposition	
PRONUNCIATION OF <i>O</i> and <i>U</i> . Past tense of verbs	
UNIT 9 Mark 4:13-20 .....	311
COMMUNICATION	
Use of adjectives to describe people	
Use of past tense of irregular verbs in speaking	
GRAMMAR	
<i>To, too, two</i>	
Question word: <i>how</i>	
<i>Must, have to, can</i>	
PRONUNCIATION OF <i>H, W, WH (HW)</i>	
APPENDIX .....	353
Scripture/Memory Verses	
Bibliography	
Vocabulary	



## PREFACE

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

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

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

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

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

My personal appreciation goes to Glenda Reece for taking a year’s leave from teaching to write the two-volume text. Also Lillian Isaacs and Leta Cornman have been helpful in field testing and refining the material.



A special word of gratitude goes to my former supervisors at the Home Mission Board: Gerald Palmer, vice president, HMB, Missions; Wendell Belew, associate vice president; Paul Adkins, director, Missions Ministries Division; and Beverly Hammack, director, Church and Community Ministries Department. Without their approval, encouragement, and support, the books would not have become a reality. To Dionnie Ruiz, who spent countless hours at the word processor, and to Tracy Cummins, who stepped in to make corrections and continue the process, thank you for your patience.

Mildred Blankenship  
Former Associate Director  
Church and Community Ministries Department  
Home Mission Board, SBC

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## ACKNOWLEDGEMENTS

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

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

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

Next, appreciation goes to my prayer partners all over the United States. Thanks to Lillian Isaacs for praying me through the spiritual warfare and for helping choose the memory verses; to Leta Cornman for daily intercession, and to Mildred Blankenship, whose mind works so much like mine that we knew God was in charge. A special remembrance to my Sunday School class at Forrest Hills Baptist Church in Raleigh, N.C., for their support. To Betty Neal, Betty Tyner, Lyla Kloos, Barbara Martin, and Mary Jo 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

## **Introduction**

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

## **Makeup of the Class**

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

## **Methods of Teaching**

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

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

The teacher must drill a sound or word from 50 to 100 times for the student to be able to reproduce the sounds. The native speaker frequently gets bored with the drill long before the student actually distinguishes the new sound. However, it is important to develop natural drill techniques that will have the students repeat the sounds more than three or



# INTRODUCTION

four times. For example, if the sound is the final consonant of John, have the students pay close attention as you hold up your hand and count off on your fingers as you say the word five times. Let the student say it five times. Continue this procedure until you feel the final consonant is being heard and reproduced correctly.

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

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

## **The Lipson Method**

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

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

In the Lipson Method, the focus of the language class is to enable the students to generate their own sentences. The goal is for students to communicate information that is specific to a situation—rather than rote phrases. Class time is well spent with the students creating new sentences.

Lipson gives the example of a “basketball coach who teaches his players to shoot baskets only from a few given positions on a court, and only while standing—never while moving. That skill will almost never apply in a real basketball game.” Better training, according to Lipson, comes under “conditions comparable to actual play.” The same holds true for language. A student needs to learn to produce sentences to meet real life needs.

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

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

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

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

## **The Teaching Procedure**

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

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

Repetition should be used in every way possible throughout the teaching procedure. No student can learn a second language without extensive repetition in every area, including single sounds, alphabet practice, words, phrases and sentences. Read the Scripture and have students repeat it, even though they may not understand it at first. This helps establish the flow and rhythm of the language and exercises muscles that have never been used before. Read the core sentences, which are very short, simplified statements that tell



# INTRODUCTION

the story. Then use a variety of sentences to tell the story again. Have the student repeat them as you point to the pictures. Connect the pictures to the vocabulary by pointing to the pictures as you say the words and phrases. Have other students point and repeat the sentences. Showing a picture and saying a word frequently will give the student immediate understanding. The native speaker often gets tired of repetition before the student has even begun the road toward mastery. Be wary of speeding along and assuming the student understands.

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

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

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

In the Repetition section, pronunciation is part of the goal and is to be worked on specifically and carefully. However, in the Sequence and Adaptation sections, encourage the students who are struggling to use the English language. Unless the student is incomprehensible, do not interrupt them because over-correction may intimidate or discourage the student. The Repetition, Practice, and Use steps are the perfect drill and

correction areas. In the text, this section is called Grammar and Drill. It provides the place for practice by the student and monitoring by the teacher. Do not interrupt or quench the flow of speech in the Sequence and Adaptation sections, except to help the student with a missing word or to encourage him.

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

## **Vocabulary Expansion**

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

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

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

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



# INTRODUCTION

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

## Format of the Text

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

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

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

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

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

The teacher needs to encourage the student to read the Bible. A positive aspect of using the



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

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

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

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

The English language is a windy language, using the diaphragm and the lungs to displace air. Many other languages do not use the same muscles. A student of English will exercise muscles he or she has never used before. English is not a quiet language, but loud, low, and guttural. It is a particularly difficult language to speak for those whose mother

# INTRODUCTION

language uses the upper part of the lungs and minimal amounts of air. The shy or quiet student is unintelligible in English if he does not make sounds with the correct amount of air and force.

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

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

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

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

Writing is included in each lesson of the text. Students who share the Roman alphabet can



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

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

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

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

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

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

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



# Unit 1, Lesson 1

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

Mark 1:1, GNB



Jesus  
**This** is Jesus.  
**He** is a teacher.



Simon  
**This** is Simon.  
Simon is a fisherman.



Andrew  
**This** is Andrew.  
Andrew is a fisherman.

**They** are fishermen.

**This** is Zebedee.  
**He** is a fisherman.  
Zebedee



James

John



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

Simon and Andrew are brothers.  
James and John are brothers.  
Zebedee is the father of James and John.

**This** is a teacher.



**This** is a student.



# UNIT 1, LESSON 1

## A. Dialogue

JOHN: Hello, I'm John.

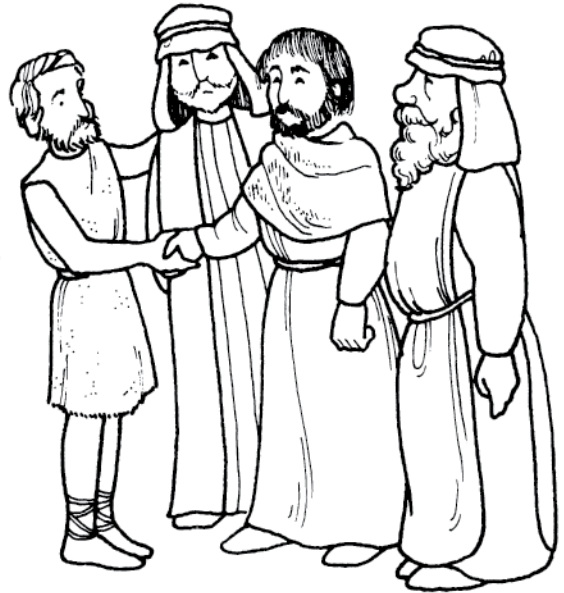
SIMON: It's nice to meet you, John.  
I'm Simon. This is Andrew.

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

ANDREW: Hello. I am Simon's brother.

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

ZEBEDEE: I am happy to meet you.



---

TEACHER: Hello. I'm \_\_\_\_\_. I'm glad to meet you.

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

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

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

## B. Core Sentences

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

## C. Reading Comprehension Questions

1. Jesus is a \_\_\_\_\_.
2. Simon is a \_\_\_\_\_.
3. Andrew and Simon are \_\_\_\_\_.
4. Zebedee is a \_\_\_\_\_.
5. Zebedee is the father of \_\_\_\_\_.

## II. VOCABULARY

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

## III. GRAMMAR AND DRILL

### A. Definitions

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

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



John



Simon



Jesus



Andrew

1. \_\_\_\_\_ is John.
2. \_\_\_\_\_ is Simon.
3. \_\_\_\_\_ is Jesus.
4. \_\_\_\_\_ is Andrew.

# UNIT 1, LESSON 1

## C. Definitions

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



one man



four men

## D. Quick check—the alphabet

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

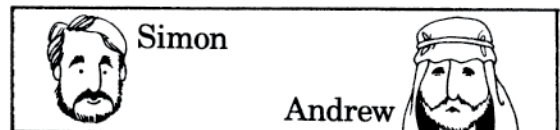
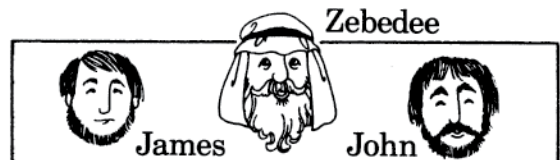
## E. Write the Bible character names.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## F. Write your teacher's name: \_\_\_\_\_

## G. The negative *not*

Zebedee is the father of James and John.  
Zebedee is **not** the father of Andrew.  
John is the son of Zebedee.  
Simon is **not** the son of Zebedee.  
James and John are brothers.  
James and Simon are **not** brothers.  
Andrew and Simon are brothers.  
John and Andrew are **not** brothers.





H. **Who** is the question word that asks the identity of a person.



Zebedee



Simon



John



James



Andrew

Who's this?

Who's this?

Who's this?

Who's this?

Who's this?

It's \_\_\_\_\_.

It's \_\_\_\_\_.

It's \_\_\_\_\_.

It's \_\_\_\_\_.

It's \_\_\_\_\_.

This is \_\_\_\_\_.

This is \_\_\_\_\_.

This is \_\_\_\_\_.

This is \_\_\_\_\_.

This is \_\_\_\_\_.

Who's that?

Who's that?

Who's that?

That's \_\_\_\_\_.

That's \_\_\_\_\_.

That's \_\_\_\_\_.

## I. Personal Pronouns

### Singular

I  
you  
he  
she  
it

### Plural

we  
you  
they  
they  
they

## IV. PRONUNCIATION

Drill the names and words.

### One Syllable

John  
James  
who  
son

### Two Syllables

Andrew  
Simon  
Jesus  
teacher

### Three Syllables

Zebedee  
alphabet  
character  
singular

# UNIT 1, LESSON 1

## V. WRITING

### A. In your notebook, write the sentences.

1. Who is the father of James and John?
2. Is Zebedee Andrew's father?
3. Is Simon Zebedee's son?
4. Who is John?
5. Who is the brother of James?
6. Who is not the brother of Simon?
7. Who is the brother of Andrew?
8. Who is not the brother of Andrew?

B. Write the name of your father: \_\_\_\_\_.

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

## VI. MEMORY VERSE

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

## VII. HOMEWORK

Write the answers in your notebook.

### A. Read the paragraph.

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

### B. Answer the following questions.

1. Who meets Jesus? \_\_\_\_\_

2. Who is pleased? \_\_\_\_\_

3. Who are happy to meet Zebedee? \_\_\_\_\_

4. Who is the father of James and John? \_\_\_\_\_

5. Who are brothers? \_\_\_\_\_ and \_\_\_\_\_  
are brothers.



# UNIT 1, LESSON 1

## E. Fill in the personal pronouns:

Person	Singular	Plural
1st	I	_____
2nd	_____	_____
3rd	_____	_____
	_____	_____
	_____	_____

## Make these sentences negative.

Example: This is the father of John.

This is **not** the father of John.

1. This is the brother of James.

\_\_\_\_\_

2. This is the son of Andrew.

\_\_\_\_\_

3. This is the father of Simon.

\_\_\_\_\_

4. That is a teacher.

\_\_\_\_\_

5. That is a friend of James.

\_\_\_\_\_

6. That is a fisherman.

\_\_\_\_\_

# Unit 1, Lesson 2

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

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

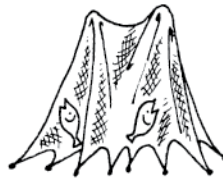
Mark 1:16-20, GNB



Jesus



Simon



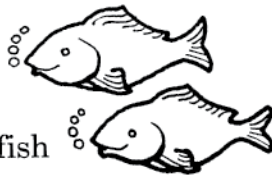
net



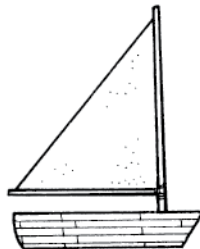
Andrew



Lake Galilee



fish



boat



say, said



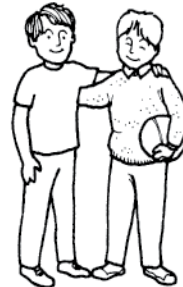
walk, walked



see, saw



Zebedee



friends



catch, caught



James



John



come, came



go, went

# UNIT 1, LESSON 2

## A. Dialogue

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

## B. Core Sentences

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

## II. VOCABULARY

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

## A. Action Verbs

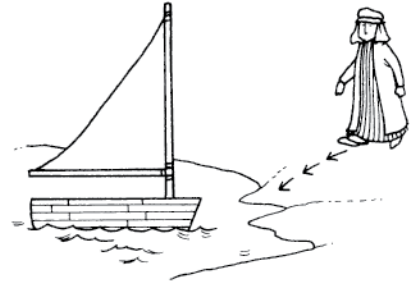
1. **to catch, caught:** to take and hold (something moving).

- Simon **catches** fish.
- John **is catching** fish now.
- Yesterday, the fisherman **caught** many fish.



2. **to come, came:** to move forward, approach.

- Jesus **comes** to see the fisherman.
- Simon **is coming** with many fish.
- The men **come** to Jesus.



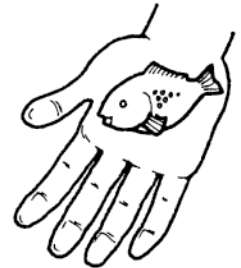
3. **to go, went:** to move along.

- Andrew **goes** to see Jesus.
- Simon **is going** to the boat.
- James and John **went** with Jesus.



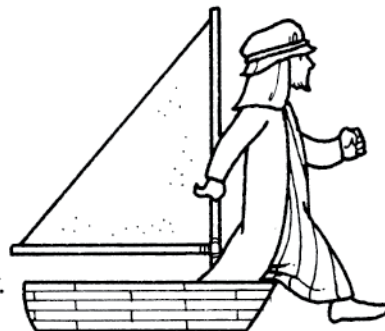
4. **to have, had:** to hold in one's keeping or to hold in one's hand.

- We **have** many fish in the nets.
- John **is having** fish for lunch.
- They **had** fish in their boats.



5. **to leave, left:** to go away.

- Andrew **leaves** his boat.
- The boat **is leaving** the shore now.
- John **left** his father.

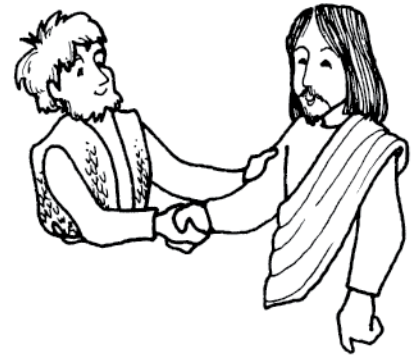




# UNIT 1, LESSON 2

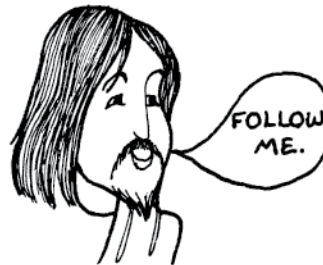
6. **to make, made:** to put together, to bring into being.

- a. Jesus **makes** many friends.
- b. I **am making** friends now.
- c. He **made** four fishermen happy yesterday.



7. **to say, said:** to speak.

- a. We **say** many words in English class.
- b. He **is saying** the vocabulary words.
- c. Jesus **said**, "Follow Me."



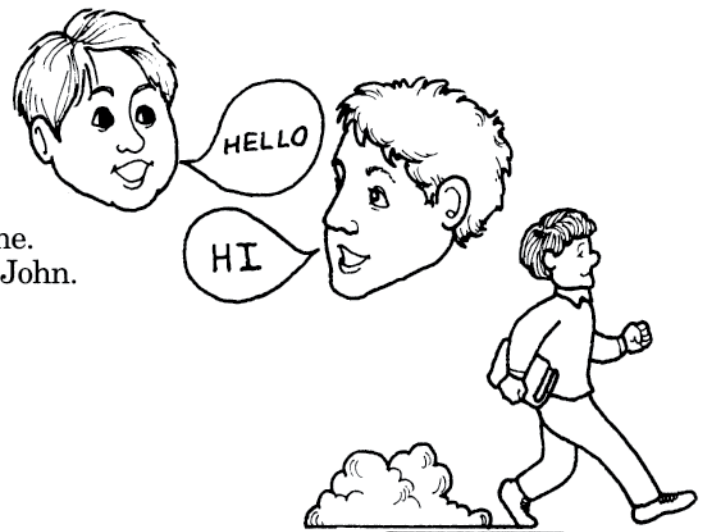
8. **to see, saw:** to look at.

- a. We **see** fish in the net.
- b. Now Andrew **is seeing** Jesus.
- c. Jesus **saw** two fishermen yesterday.



9. **to talk, talked:** to speak.

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



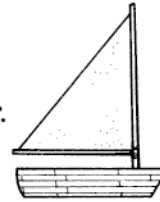
10. **to walk, walked:** to go on foot.

- a. Jesus **walks** along the shore.
- b. I **am walking** home today.
- c. The friends **walked** with Jesus.



## B. Nouns

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



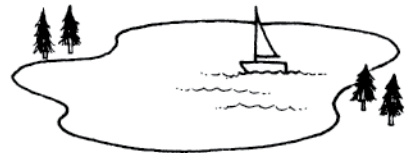
2. **family:** mother, father and their children as a group; a group of related people.



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



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



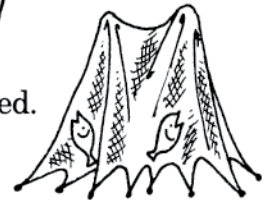
5. **men:** plural of man.



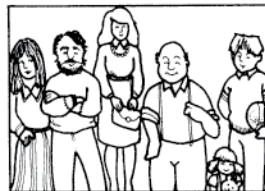
6. **name:** the word by which a person, animal, place, or thing is spoken of.



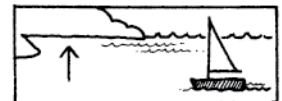
7. **net:** an open fabric made of string, cord, thread, or hair to leave small or large holes regularly arranged.



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



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



# UNIT 1, LESSON 2

**Fill in the blank with nouns from the preceding list.**

1. A fisherman catches \_\_\_\_\_.
2. My \_\_\_\_\_ is John. What's your \_\_\_\_\_?
3. The plural of man is \_\_\_\_\_.
4. The boat was on the \_\_\_\_\_.
5. Andrew catches fish in his \_\_\_\_\_.
6. Jesus walked along the \_\_\_\_\_ of the lake.
7. Zebedee, James, and John are a \_\_\_\_\_.
8. The fishermen are \_\_\_\_\_.
9. The fishermen are in a \_\_\_\_\_ on the lake.

## III. GRAMMAR AND DRILL

**A. Make sentences using the model.**

**EXAMPLE:**

\_\_\_\_\_ walked along the lake. (Jesus)

Jesus walked along the lake.

1. \_\_\_\_\_ walked along the lake. (Andrew)
2. \_\_\_\_\_ talked to the teacher. (Use all the names in the story, the teacher's name, and the names of the students.)

## B. Use the words in parentheses to complete the sentence.

EXAMPLE:

(Jesus) \_\_\_\_\_ saw the \_\_\_\_\_. (lake)

Jesus saw the lake.

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

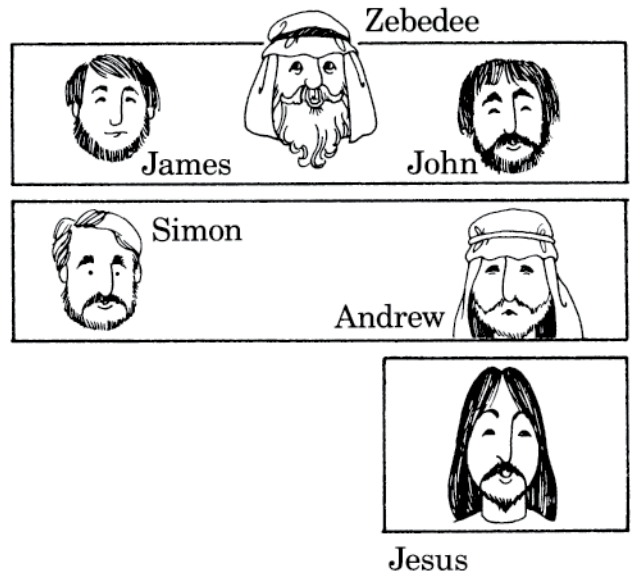
## C. Make positive and negative statements. Be sure they are true.

EXAMPLE:

John is not \_\_\_\_\_ father.

John is not Simon's father.

1. Zebedee is \_\_\_\_\_ father.
2. James is \_\_\_\_\_ son.
3. Zebedee is not \_\_\_\_\_ father.
4. Andrew is not \_\_\_\_\_ brother.
5. Jesus is not \_\_\_\_\_ son.
6. Jesus is not \_\_\_\_\_ brother.
7. Andrew is \_\_\_\_\_ friend.



# UNIT 1, LESSON 2

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

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

## IV. PRONUNCIATION

- A. Spell the names of the Bible characters aloud.
- B. Spell the student names aloud.
- C. Recite the English alphabet by calling each letter by name.
- D. The sounds of English: *b* sound is /b/.

Initial	Medial	Final
be	about	rob
bed	subject	robe
boat	label	grab
brother	bribe	cab

## V. WRITING

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

## VI. MEMORY VERSE

“For with God nothing shall be impossible.”

Luke 1:37, KJV

## VII. HOMEWORK

### A. Read the following paragraph.

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

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

1. Who does Andrew see? \_\_\_\_\_ Andrew sees Jesus. \_\_\_\_\_
2. Who walks near the boat? \_\_\_\_\_
3. What does Simon catch? \_\_\_\_\_
4. What does Jesus say? \_\_\_\_\_
5. What do Simon and Andrew do? \_\_\_\_\_

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

EXAMPLE:

Jesus saw them.                      He saw them.

1. James and John are the sons of Zebedee. \_\_\_\_\_
2. Andrew is a fisherman. \_\_\_\_\_
3. John and I walk along the shore. \_\_\_\_\_
4. Jesus said, “Andrew, come with Me.” \_\_\_\_\_
5. What do Simon and Andrew do? \_\_\_\_\_



# UNIT 1, LESSON 2

## D. Fill in the blank with *who* or *what*.

1. For people, use \_\_\_\_\_.
2. For things, use \_\_\_\_\_.

## E. Verb practice. Fill in the chart.

Verb	Present	Past
1. to catch	I <u>catch</u>	I <u>caught</u>
2. to see	you _____	you _____
3. to come	we _____	we _____
4. to go	they _____	they _____
5. to leave	I _____	I _____
6. to make	you _____	you _____
7. to say	we _____	we _____
8. to talk	they _____	they _____
9. to walk	I _____	I _____

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

1. We \_\_\_\_\_ along the shore. (walk)
2. They \_\_\_\_\_ their boats. (leave)
3. They \_\_\_\_\_ with Jesus. (go)
4. Simon and Andrew \_\_\_\_\_ about the fish. (talk)
5. You \_\_\_\_\_, "Hello." (say)

# Unit 1, Lesson 3

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

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

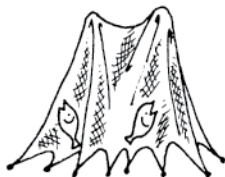
Mark 1:16-20, GNB



Jesus



Simon



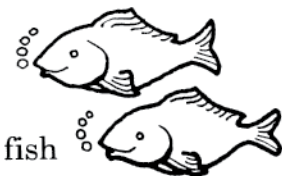
net



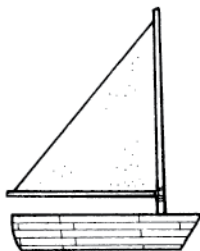
Andrew



Lake Galilee



fish



boat



say, said



walk, walked



see, saw



Zebedee



friends



catch, caught



James



John



come, came



go, went

# UNIT 1, LESSON 3

## A. Dialogue

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

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

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

ZEBEDEE: Goodbye. See you later.

JAMES: Bye!

## B. Read the following paragraph.

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

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

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

## II. VOCABULARY

### A. Buzz Words

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

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

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

# UNIT 1, LESSON 3

## III. GRAMMAR AND DRILL

### A. Quick check: the days of the week.

Sunday    Monday    Tuesday    Wednesday    Thursday    Friday    Saturday

### B. Quick check: the numbers 1–10.

1        2        3        4        5        6        7        8        9        10  
one    two    three    four    five    six    seven    eight    nine    ten

## IV. PRONUNCIATION

### A. Spell these verbs aloud.

- |          |         |
|----------|---------|
| 1. catch | 6. say  |
| 2. come  | 7. see  |
| 3. go    | 8. talk |
| 4. leave | 9. walk |
| 5. make  | 10. is  |

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

Initial	Medial	Final
Peter	papa	ship
pal	people	cup
place	puppy	wipe
post	paper	lip

Minimal pairs:    /p/ and /b/

pet	bet	cup	cub
pad	bad	pup	pub
pie	buy	nap	nab
peg	beg	tap	tab
pit	bit	mop	mob



## V. SEQUENCE AND ADAPTATION

A. **Tell the story in your own words.**

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

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

## VI. WRITING

Copy the GRAMMAR AND DRILL exercises into your notebook.

## VII. MEMORY VERSE

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

Mark 1:11, GNB

## Unit 1, Practice Exercises

### I. CAPITALIZATION AND PUNCTUATION RULES

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

**period**

**question mark**  
?

**capital letters**  
A B C D E F G H ...

### II. WRITE THE SENTENCES IN YOUR NOTEBOOK.

#### A. Use correct capitalization and punctuation.

EXAMPLE:

who's that	it's a friend
<b>Who's that?</b>	<b>It's a friend.</b>

1. hello i'm john
2. nice to meet you john
3. andrew who is that
4. that's my friend john
5. he saw the fishermen in the boats
6. what did they catch
7. today is monday
8. simon met john on tuesday

# UNIT 1, PRACTICE EXERCISES

**B. Practice *who/what*.** Choose the correct word to complete sentence.

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

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

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

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

1. Zebedee is John's \_\_\_\_\_.
2. Simon is not Zebedee's \_\_\_\_\_.
3. Simon is Andrew's \_\_\_\_\_.
4. James is not Simon's \_\_\_\_\_.
5. Andrew is not Zebedee's \_\_\_\_\_.

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

1. I walked \_\_\_\_\_ the lake. (along, in)
2. Peter \_\_\_\_\_ Andrew are brothers. (and, with)
3. The fish is \_\_\_\_\_ the net. (with, in)
4. Andrew is \_\_\_\_\_ Zebedee's son. (and, not)
5. James talked \_\_\_\_\_ Zebedee. (in, to)
6. Jesus said, "Come \_\_\_\_\_ Me." (along, with)

# UNIT 1, PRACTICE EXERCISES

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

G. Write "Today is \_\_\_\_\_." in your notebook.

H. Fill in the blanks with the correct day of the week.

1. The first day of the week is \_\_\_\_\_.
2. Wednesday comes after \_\_\_\_\_.
3. The weekend is \_\_\_\_\_ and \_\_\_\_\_.
4. Sunday comes before \_\_\_\_\_.
5. I buy food on \_\_\_\_\_.

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

number	name	number	name	number	name
1.	_____	5.	_____	9.	_____
2.	_____	6.	_____	10.	_____
3.	_____	7.	_____		
4.	_____	8.	_____		

J. Change the sentences to a negative statement.

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

1. He is a father. \_\_\_\_\_
2. This is Monday. \_\_\_\_\_
3. This is Friday. \_\_\_\_\_
4. That is a net. \_\_\_\_\_
5. He is a fisherman. \_\_\_\_\_

# UNIT 1, PRACTICE EXERCISES

## III. NEW VOCABULARY, UNIT 1

### People

Andrew  
James  
Jesus  
John  
Simon  
Zebedee

### Nouns

boat  
brother  
family  
father  
fish  
fisherman  
friend  
men  
name  
net  
people  
shore  
son

### Verbs

catch, caught  
come, came  
go, went  
had  
is  
leave, left  
make, made  
say, said  
see, saw  
talk, talked  
walk, walked  
were

### Buzz Words

along  
and  
in  
not  
to  
with

### Places

Capernaum  
Lake Galilee

### Question Words

what  
who

## IV. A DEEPER LOOK

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





# Unit 2, Lesson 1

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

Mark 1:29-31, GNB



Jesus



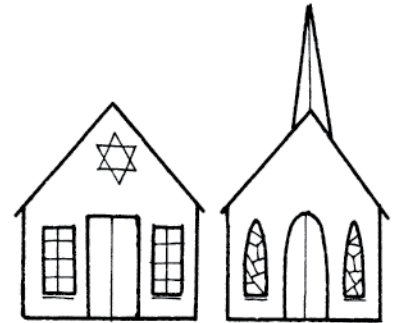
Simon



Simon's  
mother-in-law



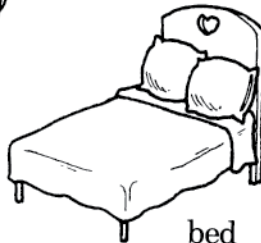
disciple



synagogue, church



fever



bed



house, home



hand



happy



sad



wait on

# UNIT 2, LESSON 1

## A. Dialogue

SIMON: Come in and meet my family.

JESUS: I am happy to meet your family.

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

SIMON: Jesus will help.

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

SIMON'S WIFE: Thank you, Jesus.

\*Simon's wife—see 1 Corinthians 9:5.

## B. Core Sentences.

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

## C. Reading Comprehension Questions

1. Where did Jesus go? \_\_\_\_\_
2. Who went to Simon's house? \_\_\_\_\_
3. Who is sick? \_\_\_\_\_
4. What does she have? \_\_\_\_\_
5. Who told Jesus? \_\_\_\_\_

6. Where did Jesus go? \_\_\_\_\_
7. What did Jesus take? \_\_\_\_\_
8. What did he help her do? \_\_\_\_\_
9. Did she have a fever? \_\_\_\_\_
10. Was she sick? \_\_\_\_\_
11. Whom did she wait on? \_\_\_\_\_
12. Whom did she help? \_\_\_\_\_

## II. VOCABULARY

<p><b>Nouns</b></p> <p>bed disciple fever hand home house</p>	<p><b>Verbs</b></p> <p>arrive, arrived (be) is, was begin, began help, helped tell, told take, took wait on, waited on</p>	<p><b>Adjectives</b></p> <p>happy sad sick well</p>	<p><b>Buzz Words</b></p> <p>about and as soon as by with of</p>
<p><b>Question Words</b></p> <p>where</p>		<p><b>People</b></p> <p>Simon's mother-in-law</p>	

### A. Action Verbs

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



# UNIT 2, LESSON 1

2. **to begin, began:** to do the first part; to make a start.

- a. We **begin** class on time.
- b. Simon **is beginning** to fish.
- c. James **began** to talk to Andrew.



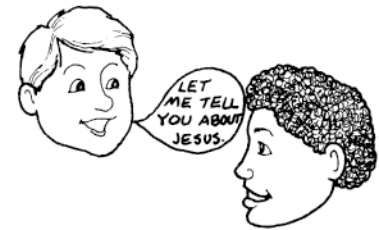
3. **to help, helped:** to give or do what is needed.

- a. I **help** my husband and my children.
- b. He **is helping** Simon's mother-in-law.
- c. Jesus **helped** many people.



4. **to tell, told:** to put into words.

- a. We **tell** our friends about Jesus.
- b. Simon's wife **is telling** Jesus about her mother.
- c. I **told** James and John to begin.



5. **to take, took:** to lay hold of, to grasp.

- a. I **take** my child's hand to cross the street.
- b. He **is taking** her hand.
- c. Simon **took** the food from his mother-in-law.



6. **to wait on, waited on:** to serve;  
to stand or sit until someone comes.

- a. Simon **waits** on Andrew at the synagogue.
- b. Simon's mother-in-law **is waiting** on Jesus.
- c. Simon's mother-in-law **waited** on the disciples.





## B. Nouns

1. **bed:** anything to sleep or rest on.



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



3. **fever:** body temperature higher than normal.



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



5. **house:** a building where people live.



6. **synagogue:** a church for Jews.



### Fill in the blanks using the correct noun.

- Simon Peter, James, John, and Andrew were \_\_\_\_\_ of Jesus.
- Simon's mother-in-law was sick in \_\_\_\_\_.

# UNIT 2, LESSON 1

3. A \_\_\_\_\_ is not a \_\_\_\_\_ until my family lives there.
4. She was sick with a \_\_\_\_\_.
5. A church for Jews is called a \_\_\_\_\_.

## C. Adjectives—Opposites

happy sad sick well

1. If I am \_\_\_\_\_, I am not \_\_\_\_\_.
2. If I am \_\_\_\_\_, I am not \_\_\_\_\_.
3. She is in bed \_\_\_\_\_. She is not \_\_\_\_\_.
4. Peter's mother-in-law was \_\_\_\_\_ to take care of the disciples.
5. Peter didn't catch any fish. He was \_\_\_\_\_.

## III. GRAMMAR AND DRILL

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

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

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

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

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

1. \_\_\_\_\_ went to the synagogue.
2. \_\_\_\_\_ arrived at Simon's house.
3. \_\_\_\_\_ helped up Simon's mother-in-law.
4. \_\_\_\_\_ told people about Jesus, his new teacher.
5. \_\_\_\_\_ began to go from village to village.

**B. Make the following statements negative. Use *no* before a noun.**

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

2. The fishermen had a boat.

---

3. The women had a house.

---

4. The man had a family.

---

5. The teacher had a home.

---

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

1. Simon was happy.

Simon was not happy.

2. James was sad.

---

3. Simon's mother-in-law was sick.

---

4. John was at home.

---

5. He is at the synagogue.

---

# UNIT 2, LESSON 1

## IV. PRONUNCIATION

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

<b>Initial</b>	<b>Medial</b>	<b>Final</b>
Simon sick city	disciple fast bicycle	Jesus bus walks

Simon's mother-in-law is sick.

Simon sees the city.

The nets are so full.

## V. WRITING

1. Write questions of your own using *who/what/where*. Write two questions using each of the question words.
2. Copy the **READING COMPREHENSION** questions for this lesson, into your notebook. Write the answers in complete sentences.
3. Write sentences about your family. Tell about your parents, brothers, sisters, and children.

## VI. QUICK CHECK

### Family relationships

#### Males

brother  
father  
son  
grandfather  
grandson  
grandchild  
husband  
father-in-law  
brother-in-law  
uncle  
cousin  
nephew  
son-in-law

#### Females

sister  
mother  
daughter  
grandmother  
granddaughter  
grandchild  
wife  
mother-in-law  
sister-in-law  
aunt  
cousin  
niece  
daughter-in-law

#### Plurals

brothers, sisters  
fathers, mothers  
sons, daughters  
grandfathers, grandmothers  
grandsons, granddaughters  
grandchildren  
husbands, wives  
fathers-in-law, mothers-in-law  
brothers-in-law, sisters-in-law  
uncles, aunts  
cousins  
nephews, nieces  
sons-in-law, daughters-in-law

A man and woman marry. They are now \_\_\_\_\_ and \_\_\_\_\_.

They have two boys and two girls. The children are \_\_\_\_\_ and \_\_\_\_\_.  
The children get married and they have children of their own.

These children of brothers and sisters are called \_\_\_\_\_.

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

## VII. MEMORY VERSE

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

Luke 5:17, GNB



# UNIT 2, LESSON 1

## VIII. HOMEWORK

### A. Verb practice—fill in the chart.

base form	present	past
1. arrive	we _____ arrive _____	we _____ arrived _____
2. begin	you _____ begin _____	you _____
3. help	they _____	they _____
4. tell	I _____	I _____
5. take	you _____	you _____
6. wait on	we _____	we _____

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

1. **Who** is for \_\_\_\_\_?
2. **What** is for \_\_\_\_\_?
3. **Where** is for \_\_\_\_\_?

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

1. She has \_\_\_\_\_ bed.
2. She is \_\_\_\_\_ happy.
3. He has \_\_\_\_\_ boat.
4. He took \_\_\_\_\_ disciples.
5. They have \_\_\_\_\_ synagogue.
6. She is \_\_\_\_\_ sick.
7. James is \_\_\_\_\_ sad.
8. We have \_\_\_\_\_ fish.

## D. Change the nouns to personal pronouns.

1. Jesus went to the synagogue.

---

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

---

3. The synagogue is near Simon's house.

---

4. Simon, Andrew, and John are happy.

---

5. Andrew and I went to Simon's house.

---

## Unit 2, Lesson 2

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

Mark 1:29-31, GNB



### A. Dialogue

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

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

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

SIMON: Yes, and He is my teacher and friend.

## B. Reading Comprehension Questions

1. Read the following.

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

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

Jesus tells Jairus, "Don't be afraid. Believe."

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

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

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

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

2. Answer the following questions.

- a. Who comes to Jesus? \_\_\_\_\_
- b. Who is sick? \_\_\_\_\_
- c. What does Jairus say to Jesus? \_\_\_\_\_
- d. What do the men tell Jairus? \_\_\_\_\_
- e. What does Jesus say? \_\_\_\_\_
- f. Who goes with Jesus into the girl's room? \_\_\_\_\_
- g. What does Jesus do? \_\_\_\_\_
- h. What does the girl do? \_\_\_\_\_

# UNIT 2, LESSON 2

## II. VOCABULARY

Verbs	Noun
to heal, healed to touch, touched	miracle

### A. Action Verbs

1. **to heal, healed:** to make whole, sound, well.

- He **heals** the sick people.
- He **is healing** a man who came.
- Jesus **healed** Simon's mother-in-law.



2. **to touch, touched:** to put one thing against another.

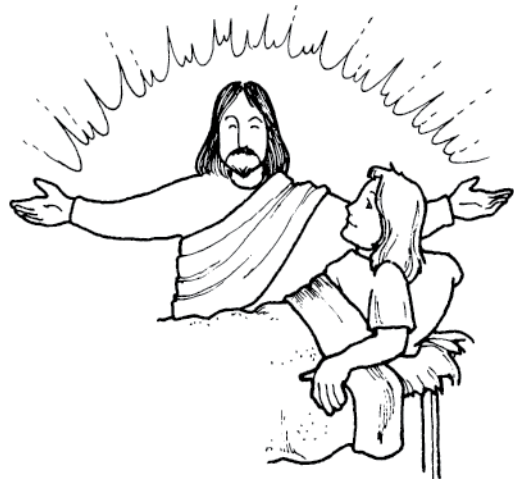
- I **touch** my friend.
- He **is touching** my book.
- Jesus **touched** her hand and she was well.



### B. Noun

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

When Jesus healed Jairus' daughter, it was a **miracle**.



## III. GRAMMAR AND DRILL

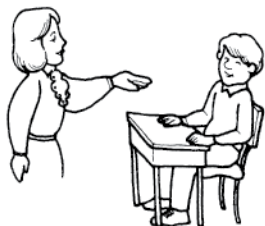
### A. Practice using the present tense of the verb *to be*.

<b>to be</b>	<b>Present Tense</b>	
<b>Person</b>	<b>Singular</b>	<b>Plural</b>
First	I am	we are
Second	you are	you are
Third	he is she is it is	they are

#### SINGULAR



I am a student.



You are a student.



He is a student.



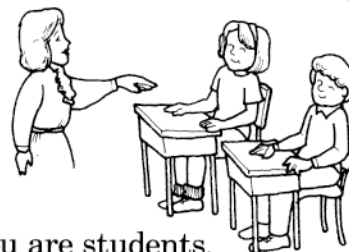
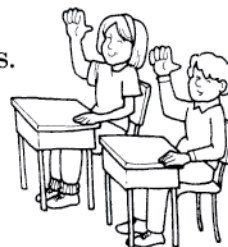
She is a student.



It is a book.

#### PLURAL

We are students.



You are students.



They are students.



# UNIT 2, LESSON 2

Teacher: Who is he?

Student A: He is \_\_\_\_\_.

Teacher: Who are they?

Student B: They are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Teacher: Who are the disciples?

Student C: They are Jesus' friends.

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

Student D: It is a \_\_\_\_\_.

Teacher: Where is Jesus?

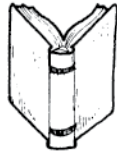
Student A: He is at Simon's house.

## B. Singular and plural nouns

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

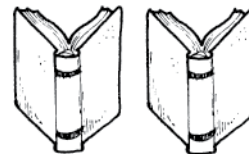
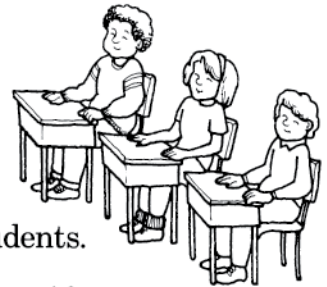
The article **a** is used **only** with singular nouns.

He is a student.

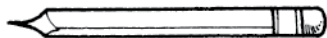


It is a book.

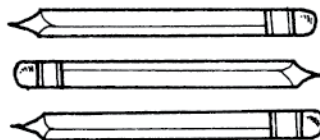
They are students.



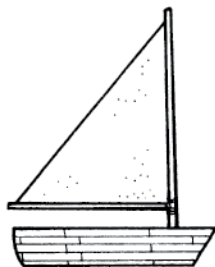
They are books.



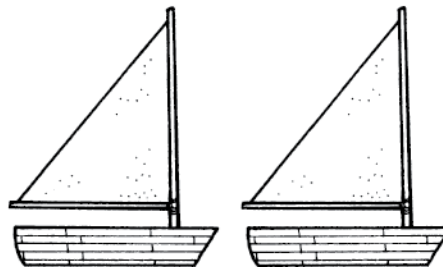
It is a pencil.



They are pencils.



It is a boat.



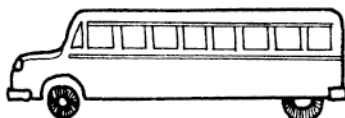
They are boats.



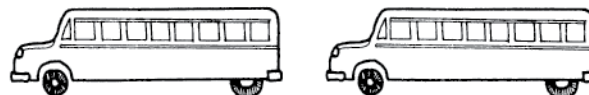
It is a home.  
It is a house.



They are homes.  
They are houses.



It is a bus.



They are buses.

# UNIT 2, LESSON 2

Singular Nouns	Plural Nouns	Singular Nouns	Plural Nouns
a boat	boats	a son	sons
a brother	brothers	a bed	beds
a father	fathers	a miracle	miracles
a net	nets	a disciple	disciples

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

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

## IV. PRONUNCIATION

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

<b>Initial</b>	<b>Medial</b>	<b>Final</b>
zip zoo Zebedee	Jesus pleased capitalized	buzz friends as

Simon's wife was pleased with Jesus.

What are the names of your friends? Come **as** soon as you can.

Ezra **zips** the **zipper**.

## V. WRITING

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

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

## VI. MEMORY VERSE

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

1 John 4: 14, GNB

# UNIT 2, LESSON 2

## VII. HOMEWORK

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

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

B. What pronouns are used with the following?

1. third person singular \_\_\_\_\_
2. first person singular \_\_\_\_\_
3. third person plural \_\_\_\_\_
4. second person singular \_\_\_\_\_
5. first person plural \_\_\_\_\_
6. third person singular female \_\_\_\_\_
7. third person singular male \_\_\_\_\_
8. second person plural \_\_\_\_\_

C. Make these sentences negative using *not*.

1. He is a friend. \_\_\_\_\_
2. Andrew is John's brother. \_\_\_\_\_
3. Simon's wife is sick. \_\_\_\_\_

**D. Make these sentences negative using *no*.**

1. John has a house. \_\_\_\_\_
2. James has a fever. \_\_\_\_\_
3. He speaks English. \_\_\_\_\_
4. He touched a hand. \_\_\_\_\_

**E. Singular and plural of nouns.**

Singular	Plural	Singular	Plural
1. a student	_____	6. a chair	_____
2. a pen	_____	7. _____	fevers
3. _____	nets	8. _____	disciples
4. a boat	_____	9. _____	teachers
5. _____	hands	10. a house	_____



## Unit 2, Lesson 3

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

Mark 1:29-31, GNB



Jesus



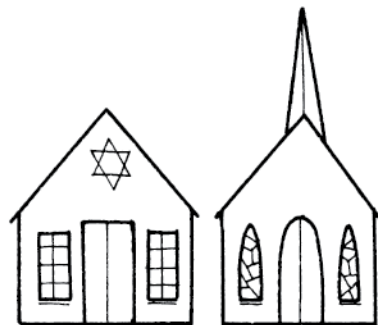
Simon



Simon's  
mother-in-law



disciple



synagogue, church



fever



bed



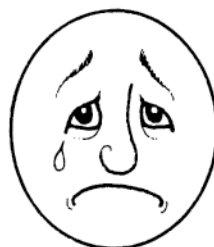
house, home



hand



happy



sad



wait on

## A. Dialogue

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

MARY: Is he well now?

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

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

JANE: Come at 9:30 for Bible study.

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

## B. Reading Comprehension Questions

1. Who went to the synagogue? \_\_\_\_\_
2. Who went to Simon's house? \_\_\_\_\_
3. Who was sick? \_\_\_\_\_
4. What did Jesus do? \_\_\_\_\_
5. Where did Simon's mother-in-law live? \_\_\_\_\_
6. When did Jesus go to Simon's house? \_\_\_\_\_
7. When did He help Simon's mother-in-law? \_\_\_\_\_
8. When were the people in the house happy? \_\_\_\_\_

## II. VOCABULARY

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

# UNIT 2, LESSON 3

## III. GRAMMAR AND DRILL

### A. Quick Check

1. The days of the week:

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

2. The months of the year:

January	May	September
February	June	October
March	July	November
April	August	December

3. What day is today? \_\_\_\_\_

4. What month is it? \_\_\_\_\_

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

Write today's date. \_\_\_\_\_

6. Write the circled dates on the calendar.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

D E C E M B E R						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

7. What is your birthdate? \_\_\_\_\_

## B. Review of the Question Words.

1. **Who** asks about people.
2. **What** asks about things or jobs.
3. **Where** asks about places.
4. **When** asks about time.

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

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

Fill in the blanks in the chart.

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

# UNIT 2, LESSON 3

D. To form a question, place the verb form of *to be* at the beginning of the sentence. Change the following sentences into questions.

EXAMPLE:

Mr. Smith is a teacher.	<b>Is Mr. Smith a teacher</b> _____ ?	Yes, he is. _____
1. They are disciples.	_____ ?	_____
2. It is a book.	_____ ?	_____
3. We are students.	_____ ?	_____
4. They are friends.	_____ ?	_____
5. She is sick.	_____ ?	_____
6. Mrs. Smith is home.	_____ ?	_____
7. She is well.	_____ ?	_____
8. You are a student.	_____ ?	_____
9. James is in the synagogue.	_____ ?	_____
10. Simon is happy.	_____ ?	_____

**E. The present tense of verbs.**

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

**F. In the present tense of the verbs, the third person singular is formed by adding an s or es.**

**EXAMPLES:**

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

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

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



# UNIT 2, LESSON 3

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

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

## IV. PRONUNCIATION

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

/s/	/z/	/iz/
books	beds	houses
boats	disciples	buses
dates	boys	watches
nets	words	places

B. **Rules**

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

sky=skies (**k** is the consonant before **y**)

fly=flies

country=countries

4. The plural of a noun ending in **y** preceded by a vowel is formed by adding an **s**.

boy=boys

toy=toys

## V. WRITING

### A. Write several dates that are important to you, for example:

1. Your mother's birthday

\_\_\_\_\_

2. An important holiday

\_\_\_\_\_

3. A wedding anniversary

\_\_\_\_\_

4. The date of your next English class

\_\_\_\_\_

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

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

## VI. SEQUENCE

Tell the story in your own words. Ask any questions that come to mind.

# UNIT 2, LESSON 3

## VII. ADAPTATION QUESTIONS

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

## VIII. MEMORY VERSE

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

Hebrews 13:8, GNB

# Unit 2, Practice Exercises

## I. RULES FOR THE VERB *TO BE*.

- A. The verb *to be* is called an irregular verb. *Am, is, and are* must be memorized and reviewed constantly.
- B. The negative is formed by placing *not* after *am, is, or are*.
- C. Contractions are frequently used in both positive and negative statements and in questions. (*I'm, isn't, and we're*)

## II. SHORT ANSWERS

### A. Singular

#### Positive

Yes, I am.  
 Yes, you are.  
 Yes, he is.  
 Yes, she is.  
 Yes, it is.

#### Negative

No, you aren't.  
 No, he isn't.  
 No, she isn't.  
 No, it isn't.

#### Negative

No, I'm not.  
 No, you're not.  
 No, he's not.  
 No, she's not.  
 No, it's not.

### B. Plural

#### Positive

Yes, we are.  
 Yes, you are.  
 Yes, they are.

#### Negative

No, we aren't.  
 No, you aren't.  
 No, they aren't.

#### Negative

No, we're not.  
 No, you're not.  
 No, they're not.

# UNIT 2, PRACTICE EXERCISES

## III. PRACTICE WITH VERB *TO BE*.

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

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

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

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

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

1. He is my friend. He isn't my friend. \_\_\_\_\_  
He's not my friend. \_\_\_\_\_
2. You are sick today. \_\_\_\_\_  
\_\_\_\_\_

# UNIT 2, PRACTICE EXERCISES

3. They are at church.

---

---

4. We are fishermen.

---

---

5. I am at home.

---

---

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

1. Jesus is at Simon's house.

Question: Is Jesus at Simon's house?

Answers: No, he isn't.      No, he's not.

2. Simon's mother-in-law is sick.

Question: \_\_\_\_\_?

Answers: \_\_\_\_\_.

3. The disciples are in the boat.

Question: \_\_\_\_\_?

Answers: \_\_\_\_\_.

4. Peter is by himself.

Question: \_\_\_\_\_?

Answers: \_\_\_\_\_.

5. I am a teacher.

Question: \_\_\_\_\_?

Answers: \_\_\_\_\_.



# UNIT 2, PRACTICE EXERCISES

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

Simon's wife was happy. She told us \_\_\_\_\_<sup>1</sup> arrived last night. She also told us \_\_\_\_\_<sup>2</sup> Jesus did to help her mother. A friend said Jesus might leave. Everyone talked about \_\_\_\_\_<sup>3</sup> and \_\_\_\_\_<sup>4</sup> He would go next. \_\_\_\_\_<sup>5</sup> is Jesus leaving the town? \_\_\_\_\_<sup>6</sup> will He go to help people? \_\_\_\_\_<sup>7</sup> will leave with Him? \_\_\_\_\_<sup>8</sup> family will He help?

## V. PRACTICE WITH PRESENT TENSE

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

Singular	Plural	Singular	Plural
I catch	we catch	I help	we help
you catch	you catch	you help	you help
he catches	they catch	he helps	they help
she catches		she helps	
it catches		it helps	

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

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

# UNIT 2, PRACTICE EXERCISES

9. Andrew \_\_\_\_\_ the people will come. (say)  
10. The disciples \_\_\_\_\_ Jesus help the woman. (see)  
11. Simon \_\_\_\_\_ the people with Jesus. (see)

## VI. REVIEW OF NOUNS AND PRONOUNS

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

EXAMPLE:

Jesus left the synagogue.

He left the synagogue. \_\_\_\_\_

1. Simon's mother-in-law was sick. \_\_\_\_\_

2. Andrew caught many fish. \_\_\_\_\_

3. The people talked about Jesus. \_\_\_\_\_

4. Simon and I helped in the synagogue. \_\_\_\_\_

5. James and John came yesterday. \_\_\_\_\_

6. The house had many people in it. \_\_\_\_\_

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

1. a house \_\_\_\_\_

6. nurses \_\_\_\_\_

2. a bed \_\_\_\_\_

7. books \_\_\_\_\_

3. a net \_\_\_\_\_

8. buses \_\_\_\_\_

4. a father \_\_\_\_\_

9. pencils \_\_\_\_\_

5. a boat \_\_\_\_\_

10. disciples \_\_\_\_\_

# UNIT 2, PRACTICE EXERCISES

## VII. REVIEW OF CALENDAR

### A. Write the correct day of the week.

1. Monday comes after \_\_\_\_\_.
2. Saturday comes before \_\_\_\_\_.
3. Today is \_\_\_\_\_.
4. Yesterday was \_\_\_\_\_.
5. Tuesday comes before \_\_\_\_\_.
6. \_\_\_\_\_ is often the last working day of the week.
7. I go to church on \_\_\_\_\_.
8. Many people shop on \_\_\_\_\_.

### B. Write the correct month of the year.

1. April comes after \_\_\_\_\_.
2. The last month of the year is \_\_\_\_\_.
3. July comes after \_\_\_\_\_.
4. The first month of the year is \_\_\_\_\_.
5. \_\_\_\_\_ comes before November.

# UNIT 2, PRACTICE EXERCISES

## VIII. NEW VOCABULARY, UNIT 2

A. People	Nouns	Adjectives	Buzz Words
mother-in-law wife	bed fever home house	happy sad sick well	about after as soon as before by no
Verbs	Irregular Verb to be		Two-Word Verbs
arrive, arrived help, helped take, took tell, told	I am you are he is she is it is	we are you are they are	to get well, got well to wait on, waited on
Adverbs	Question Word		
today yesterday	where		

### B. Vocabulary Expansion—family words

#### Male

brother  
father  
son  
grandfather  
grandson  
grandchild  
husband  
father-in-law  
brother-in-law  
uncle  
cousin

#### Female

sister  
mother  
daughter  
grandmother  
granddaughter  
grandchild  
wife  
mother-in-law  
sister-in-law  
aunt  
cousin

# UNIT 2, PRACTICE EXERCISES

## IX. A DEEPER LOOK

1. Why did Jesus go to the synagogue?
2. What did Simon expect Jesus to do when he told Him his mother-in-law was sick?
3. Name a special power that God gave Jesus.
4. Why did Jesus touch Simon's mother-in-law?
5. Have you been sick? How were you helped?

# Unit 3, Lesson 1

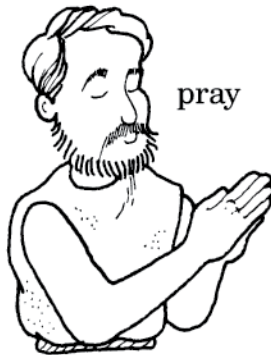
I. Very early the next morning, long before daylight, Jesus got up and left the house. He went out of town to a lonely place, where he prayed. But Simon and his companions went out searching for him, and when they found him, they said, “Everyone is looking for you.”

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

Mark 1:35-38, GNB



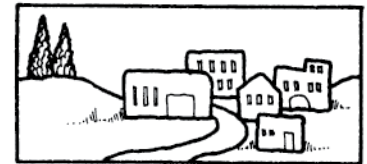
Jesus



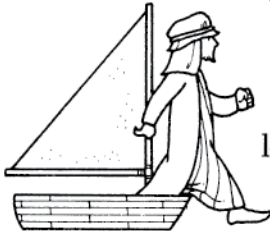
pray



to search/to look for



town/village



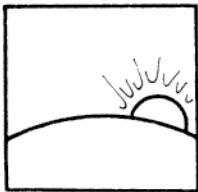
leave/left



asleep



awake



morning  
light



night  
dark



companions



to preach



# UNIT 3, LESSON 1

## A. Dialogue

SIMON: Jesus, where are You?

JESUS: Here I am.

SIMON: Everyone is looking for You.

JESUS: I wanted to pray and ask God where He wants me to go next.

SIMON: But You went alone.

JESUS: Yes, sometimes it is good to be alone with God.

## B. Core Sentences

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

## C. Reading Comprehension Questions

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

1. Questions about the story:
  - a. What did Jesus do?
  - b. Who went to pray?
  - c. What did Simon tell Jesus?
  - d. Where did Jesus go?
  - e. Where did Jesus want to go next?
  - f. When did Jesus wake up?
  - g. Why did Jesus get up early?

2. Questions about yourselves:
  - a. Who is your teacher?
  - b. Who sits beside you?
  - c. What is your job?
  - d. Where do you live?
  - e. Where do you study?
  - f. When does class start?
  - g. When is your birthday?

## II. VOCABULARY

Nouns of Time	Nouns	Adjectives	Buzz Words
afternoon day daylight evening midnight morning night	place prayer preacher village	asleep awake dark light early lonely next	also because before but for
Pronoun	Opposites		Question Word
everyone	asleep.....awake day.....night inside .....outside light.....dark morning.....night noon .....midnight		why
Verbs	Two-Word Verbs	Adverb	Auxiliary Verb
answer, answered pray, prayed preach, preached search, searched sleep, slept want, wanted	get up, got up go on, went on wake up, woke up	very long before	must

# UNIT 3, LESSON 1

## A. Action Verbs

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



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



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



4. **to pray, prayed:** to speak to God.
  - a. Jesus **prays** to God.
  - b. Jesus **is praying** when the disciples find Him.
  - c. When you were sick, we **prayed** for you.



5. **to preach, preached:** to speak or teach on a subject.

- a. Rev. Jones **preaches** at my church.
- b. He **is preaching** next Sunday.
- c. Jesus **preached** to many people in the villages.



6. **to search, searched:** to try to find by looking.

- a. We **search** for God. People **search** for answers from God.
- b. The disciples **are searching** for Jesus.
- c. I lost my keys, and I **searched** for them.



7. **to sleep, slept:** to rest body and mind.

- a. I **sleep** every night.
- b. The companions **are sleeping** and Jesus is praying.
- c. I **slept** well last night.



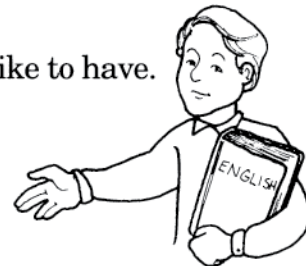
8. **to wake up, woke up:** to stop sleeping.

- a. My husband usually **wakes up** early in the morning.
- b. He **is waking up** later today.
- c. He **woke up** when he heard the door shut.



9. **to want, wanted:** to feel that one needs or would like to have.

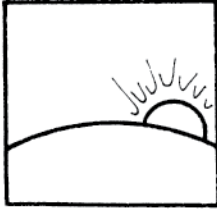
- a. He **wants** to learn English.
- b. The people **are wanting** to hear more about Jesus.
- c. Jesus **wanted** to be alone with God.



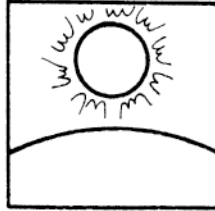
# UNIT 3, LESSON 1

## B. Nouns

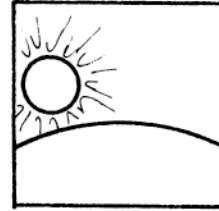
### 1. Nouns of time:



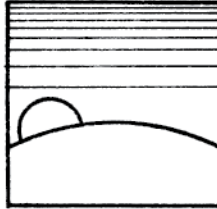
morning



noon



afternoon



evening



night

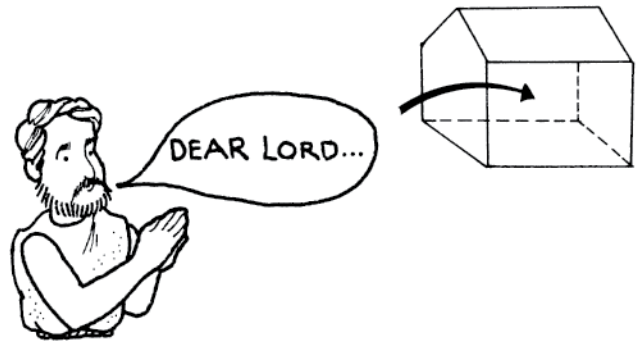


midnight

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

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

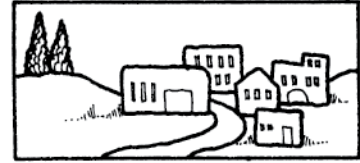
**prayer:** words spoken to God.



**preacher:** a person who speaks publicly about God.



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



- Jesus was a teacher and a \_\_\_\_\_.
- He wanted to go to many towns and \_\_\_\_\_.
- Please find a \_\_\_\_\_ for my friend to sit down.
- He talks to God. This is a \_\_\_\_\_.
- Very early in the \_\_\_\_\_, Jesus got up to pray.

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

- Simon was asleep.
- The day is light.
- Jesus went outside.
- See you tomorrow morning.
- He goes to work at noon.
- The mother-in-law is awake now.

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

- When does the sun rise?
- When do you eat lunch?
- When does the sun set?
- When do you sleep?
- When do you go to work?

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# UNIT 3, LESSON 1

## III. GRAMMAR AND DRILL

### A. Adjectives

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

Adjectives that describe (dark):

It was a dark night.

Adjectives that limit (next):

Jesus got up early the next day.

2. The underlined words are adjectives.
  - a. They left the boat with the hired men.
  - b. We must go to the other village.
  - c. He has many friends.
  - d. Jesus healed the sick people.
  - e. This man is John's father.

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

- a. The \_\_\_\_\_ boat leaves at ten o'clock. (next)
- b. Peter's mother-in-law was \_\_\_\_\_. (sick)
- c. The \_\_\_\_\_ men fished from the boat. (hired)
- d. The night is \_\_\_\_\_. (dark)
- e. \_\_\_\_\_ people came to hear Jesus. (Many)
- f. Andrew got in the \_\_\_\_\_ boat. (other)

B. **An adverb is a word that describes or limits a verb, an adjective, or another adverb. Adverbs tell *when, where, how* and *how much*. Many adverbs end in *ly*.**

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

The underlined words are adverbs:

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

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

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

# UNIT 3, LESSON 1

## D. Adjectives

Many adjectives can be used as adverbs.

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

## E. Irregular Present Tense Verbs

<b><u>Singular</u></b>	<b><u>Plural</u></b>	<b><u>Singular</u></b>	<b><u>Plural</u></b>	<b><u>Singular</u></b>	<b><u>Plural</u></b>
I go	we go	I have	we have	I do	we do
you go	you go	you have	you have	you do	you do
he goes	they go	he has	they have	he does	they do
she goes		she has		she does	
it goes		it has		it does	

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

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

Fill in the blanks:

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

## G. "What does he do?" is used to ask about a job.

1. His name is Simon. What does he do? He is a fisherman.
2. Her name is Mrs. Nash. What does she do? She is a teacher.
3. My name is \_\_\_\_\_. What do I do? I am a \_\_\_\_\_.

**H. Oral Exercises—Choose the correct word and tell why it is correct.**

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

**IV. PRONUNCIATION**

v /v/ voiced sound

Initial	Medial	Final
very	everyone	have
village	fever	arrive
visit	arrived	leave
van	evening	of

Everyone arrived in the evening.

I have never visited that village.

**V. WRITING**

Copy the following paragraph.

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

# UNIT 3, LESSON 1

## VI. MEMORY VERSE: The Lord's Prayer

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

Matthew 6:9-13, KJV

## VII. HOMEWORK

### A. Write the plurals of these words.

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

### B. Write the verbs *to do*/*to go*.

Person	to do		to go	
	Singular	Plural	Singular	Plural
First	_____	_____	_____	_____
Second	_____	_____	_____	_____
Third	_____	_____	_____	_____
	_____		_____	
	_____		_____	

C. Change these adjectives to adverbs by adding *ly*. The words ending in *y* must change the *y* to an *i*, then add the *ly*.

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

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

Person	to look		to pray	
	Singular	Plural	Singular	Plural
First	I _____	we _____	_____	_____
Second	you _____	you _____	_____	_____
Third	he looks _____	they _____	_____	_____
	she _____		_____	_____
	it _____		_____	_____

E. Copy the **READING COMPREHENSION QUESTIONS** from this chapter into your notebook. Also, write the answers to the questions.

# Unit 3, Lesson 2

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

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

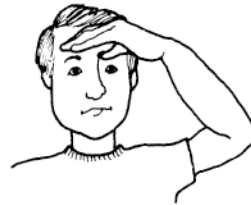
Mark 1:35-38, GNB



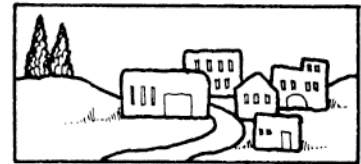
Jesus



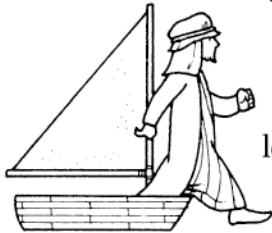
pray



to search / to look for



town / village



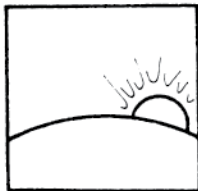
leave / left



asleep



awake



morning  
light



night  
dark



companions



to preach



## A. Dialogue

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

JESUS: I wanted to pray.

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

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

SIMON: Why did You need to talk to God?

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

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

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



## B. Reading Comprehension Questions

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

# UNIT 3, LESSON 2

## II. VOCABULARY

### A. Repeat orally in class.

TEACHER: Jesus wanted to pray.

STUDENTS: Jesus wanted to pray.

TEACHER: Jesus went outside.

STUDENTS: Jesus went outside.

TEACHER: Jesus went outside because He wanted to pray.

STUDENTS: Jesus went outside because He wanted to pray.

TEACHER: Why did Jesus go outside?

STUDENTS: Jesus went outside because He wanted to pray.

**B. Combine each of the following pairs of sentences into one good sentence.**

1. Jesus left the house.

Simon searched for Him.

\_\_\_\_\_

Why did Simon search for Jesus? \_\_\_\_\_

2. Jesus wanted to go.

He wanted to preach in other villages.

\_\_\_\_\_

Why did Jesus want to go to the villages? \_\_\_\_\_

3. He went to a lonely place.

He wanted to pray.

\_\_\_\_\_

Why did Jesus go to a lonely place? \_\_\_\_\_

4. He is not at home.

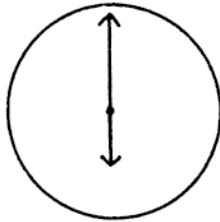
Everyone is looking for Jesus.

\_\_\_\_\_

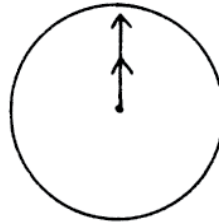
Why is everyone looking for Jesus? \_\_\_\_\_

# UNIT 3. LESSON 2

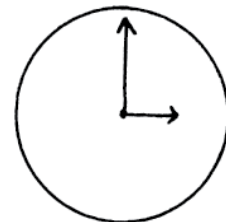
## C. Times of Day



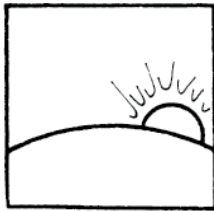
6:00 o'clock



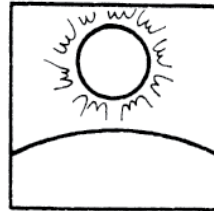
12:00 o'clock



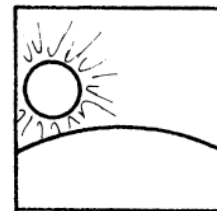
3:00 o'clock



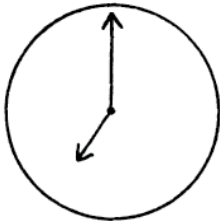
morning



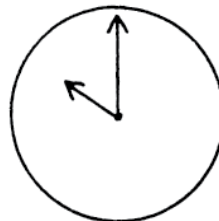
noon



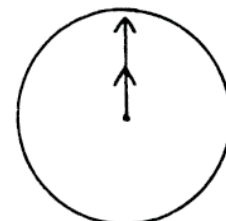
afternoon



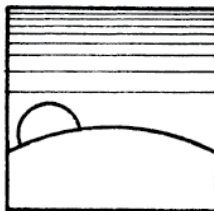
7:00 o'clock



10:00 o'clock



12:00 o'clock



evening



night



midnight

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

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

**E. Use the word *also* in the sentences.**

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

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

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

# UNIT 3, LESSON 2

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

1. Where is your brother? \_\_\_\_\_
2. Who's this? \_\_\_\_\_
3. What day is tomorrow? \_\_\_\_\_
4. Where did Jesus pray? \_\_\_\_\_
5. Where was Simon's house? \_\_\_\_\_

## III. GRAMMAR AND DRILL

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

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

at the house

in the early morning

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

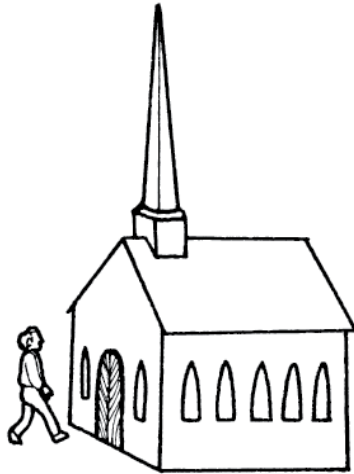
Is John at church?

Is Toshio home?

Is John at the church?

Is Toshio at home?

1. Practice by using the question word **where**. Answer the questions and underline the prepositional phrase.



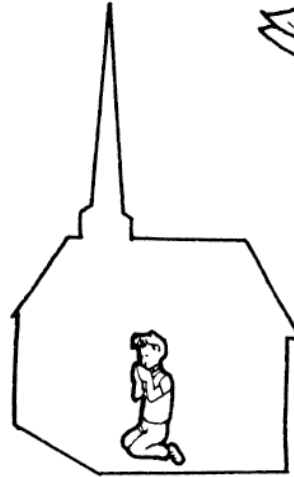
- b. Is John at home?  
No, he is at church.



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



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



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

2. Practice with the following dialogue.

STUDENT A: Is Sam at home?

STUDENT B: No, he is not at home. Is Jack at Sam's house?

STUDENT C: Yes, he is in the living room. Is John with Sam?

STUDENT D: No, he is at the church.



# UNIT 3, LESSON 2

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

## B. Pronouns

Singular		Plural	
Personal	Possessive	Personal	Possessive
I	my	we	our
you	your	you	your
he	his	they	their
she	her		

1. The possessive pronoun comes before the noun.
 

This is <b>my</b> book.	These are <b>our</b> books.
That is <b>your</b> pencil.	Those are <b>your</b> pencils.
This is <b>his</b> net.	These are <b>their</b> nets.
That is <b>her</b> sister.	
2. Write in the correct possessive pronoun.
  - a. James gave John \_\_\_\_\_ nets.
  - b. They asked for \_\_\_\_\_ father to come.
  - c. I searched for \_\_\_\_\_ friend.
  - d. We answered \_\_\_\_\_ mother.
  - e. Will you give me \_\_\_\_\_ help.
  - f. Did we speak to \_\_\_\_\_ brother yet?
  - g. I need to tell \_\_\_\_\_ mother-in-law.

**C. Verbs. The present tense of the verb is formed from the basic (infinitive) form of the verb.**

<b>to return</b>	
<b>Singular</b>	<b>Plural</b>
I return you return he returns she returns it returns	we return you return they return

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

he returns          she goes          it starts

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

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

**Singular**

I return. Do I return?  
 You return. Do you return?  
 He returns. Does he return?  
 She returns. Does she return?  
 It returns. Does it return?

**Plural**

We return. Do we return?  
 You return. Do you return?  
 They return. Do they return?

Examples:

Statement:	They follow Jesus.
Question:	Do they follow Jesus?

# UNIT 3, LESSON 2

Make statements and questions with the following verbs:

- |          |              |                 |
|----------|--------------|-----------------|
| 1. meet  | I meet _____ | Do I meet _____ |
| 2. come  | He _____     | _____           |
| 3. talk  | They _____   | _____           |
| 4. see   | You _____    | _____           |
| 5. go    | We _____     | _____           |
| 6. touch | She _____    | _____           |

## IV. PRONUNCIATION

Short vowel. **a / ă/** as in **apple**.

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

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

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

ba pa sa za va

## V. WRITING

**A. Copy the following paragraph into your notebook.**

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

**B. Write a paragraph about yourself. Use the paragraph above as a model.**

## VI. MEMORY VERSE

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

Matthew 6:9-13, KJV

## VII. HOMEWORK

### A. Use the word *also* in the sentences.

1. I get up at 7 o'clock. My family \_\_\_\_\_ gets up at 7 o'clock.
2. I go to bed late. My husband \_\_\_\_\_ goes to bed late.
3. He prays everyday. I \_\_\_\_\_ pray everyday.
4. Simon talked about Jesus. I \_\_\_\_\_ talked about my friends.

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

1. This clock is on the table.
2. I have this book.
3. He is a man.
4. That man is praying.

## UNIT 3, LESSON 2

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

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

### D. Underline the prepositional phrases in the following sentences.

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

## E. Fill in the blank with the correct form of the verb.

1. Jesus \_\_\_\_\_ outside to pray. (go)
2. He \_\_\_\_\_ time to talk to God. (have)
3. Peter \_\_\_\_\_ the house to find Jesus. (leave)
4. The disciples \_\_\_\_\_ Jesus in a lonely place. (find)
5. I \_\_\_\_\_ happy to pray. (to be)
6. She \_\_\_\_\_ pleased to talk to God. (to be)

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

1. I answer. Do I answer?
2. He prays. \_\_\_\_\_
3. We search. \_\_\_\_\_
4. Jesus sleeps. \_\_\_\_\_
5. Mary wants. \_\_\_\_\_
6. The disciples wake up. \_\_\_\_\_

# Unit 3, Lesson 3

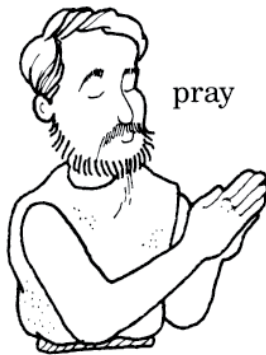
I. Very early the next morning, long before daylight, Jesus got up and left the house. He went out of town to a lonely place, where he prayed. But Simon and his companions went out searching for him, and when they found him, they said, "Everyone is looking for you."

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

Mark 1:35-38, GNB



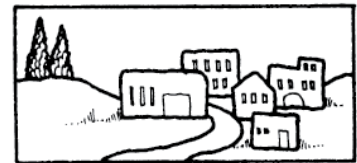
Jesus



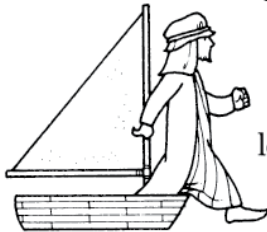
pray



to search/to look for



town/village



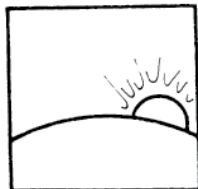
leave/left



asleep



awake



morning  
light



night  
dark



companions



to preach



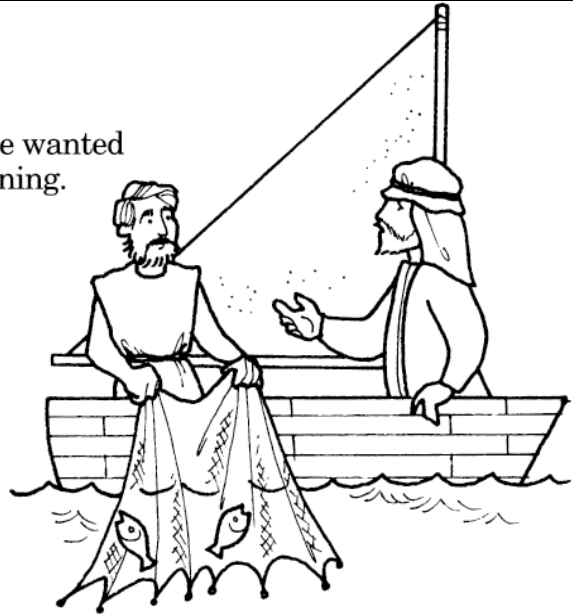
## A. Dialogue

ANDREW: Where's John?

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

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

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



## B. Reading Comprehension Questions

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

# UNIT 3, LESSON 3

## II. VOCABULARY

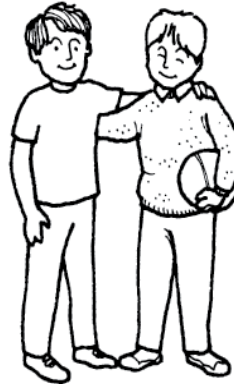
Vocabulary Expansion:

### A. Definitions

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



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



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



### B. Fill in the blanks.

To follow a great leader is to become a \_\_\_\_\_. People who work together and walk together are \_\_\_\_\_. A special person is your \_\_\_\_\_.

**C. Fill in the blank using *friend*, *disciple*, or *companion*.**

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

**D. Definitions**

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

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

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

Example:

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

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

Everyone needs God. Each person must \_\_\_\_\_ God in his own way.

When a person \_\_\_\_\_ God, he finds God. Although a person cannot

\_\_\_\_\_ God, he can \_\_\_\_\_ God and find Him.

# UNIT 3, LESSON 3

## E. Definitions

**to say, said:** to speak; to put into words.

Examples: He **said** for me to come home.  
Jesus **said**, "I pray to God."

**to tell, told:** to put into words, to say.

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



**to talk, talked:** to use words, to speak.

Examples: I **talk** to my friends.  
He **talked** to his disciples.

**to speak, spoke:** to say words, to talk.

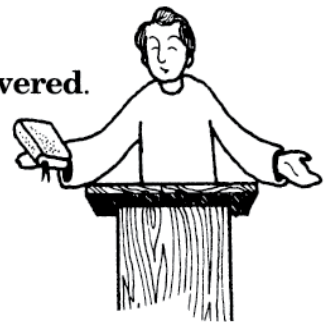
Examples: John **spoke** to James about Jesus.  
Jesus **speaks** many good words.

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

Examples: "Are you coming?" Jesus **asked**. "Yes," Peter **answered**.

**to preach, preached:** to speak on a religious subject.

Examples: The pastor **preaches** every Sunday morning.  
Jesus **preached** to the people.



**F. Use the correct verb to fill in the blanks. More than one word can often be used.**

The disciples \_\_\_\_\_<sup>1</sup> to Jesus, "Everyone is looking for You."  
 Jesus \_\_\_\_\_<sup>2</sup>, "I have to \_\_\_\_\_<sup>3</sup> to other vil-  
 lages around here." Jesus wanted to \_\_\_\_\_<sup>4</sup> to people everywhere.  
 He wanted to \_\_\_\_\_<sup>5</sup> to them about God.

### III. GRAMMAR AND DRILLS

#### A. Pronouns

	Singular		Plural	
	Personal	Possessive	Personal	Possessive
First	I	my	we	our
Second	you	your	you	your
Third	he	his	they	their
	she	her		

1. The possessive pronoun comes before the noun.

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

2. Write in the correct possessive pronouns.

- a. James gave John \_\_\_\_\_ nets.
- b. They asked for \_\_\_\_\_ father to come.
- c. I searched for \_\_\_\_\_ friend.
- d. We answered \_\_\_\_\_ mother.
- e. Will you give \_\_\_\_\_ help?

# UNIT 3, LESSON 3

f. Did we speak to \_\_\_\_\_ brother yet?

g. I need to tell \_\_\_\_\_ mother-in-law.

3. Answer these questions orally.

a. Whose book is this?

b. Whose pencil is that?

c. Whose net is this?

d. Whose sister is that?

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

1. my \_\_\_\_\_ 11. man \_\_\_\_\_

2. is \_\_\_\_\_ 12. he \_\_\_\_\_

3. this \_\_\_\_\_ 13. father \_\_\_\_\_

4. net \_\_\_\_\_ 14. boat \_\_\_\_\_

5. that \_\_\_\_\_ 15. day \_\_\_\_\_

6. your \_\_\_\_\_ 16. I \_\_\_\_\_

7. am \_\_\_\_\_ 17. pencil \_\_\_\_\_

8. she \_\_\_\_\_ 18. woman \_\_\_\_\_

9. home \_\_\_\_\_ 19. bus \_\_\_\_\_

10. student \_\_\_\_\_ 20. key \_\_\_\_\_

## C. Verbs

1. Underline the present tense verbs in the following sentences.
  - a. The man sleeps late.
  - b. The disciples search for Jesus.
  - c. Jesus preaches to the other villages.
2. Change these sentences into questions.
  - a. Everyone searches for the nets.
  - b. I leave the house early in the morning.
  - c. The teacher wants to go to the other villages.
3. To form the negative of the present tense verb use **don't** (do not) and **doesn't** (does not) plus the basic form of the verb.

### Singular

I don't answer  
 you don't answer  
 he doesn't answer  
 she doesn't answer  
 it doesn't answer

### Plural

we don't answer  
 you don't answer  
 they don't answer

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

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

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

Examples:

Simon **doesn't** get up early in the morning.  
 The disciples **don't** go with Jesus to pray.  
 Simon, James, and John **don't** search for Jesus in a lonely place.  
 Simon **doesn't** look for Jesus in the boat.



## UNIT 3, LESSON 3

4. Change the following sentences first into questions, then into negative statements.

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

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

Does \_\_\_\_\_?

Simon \_\_\_\_\_.

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

\_\_\_\_\_  
\_\_\_\_\_.

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

\_\_\_\_\_?  
\_\_\_\_\_.

- d. They say, "Everyone is looking for You."

\_\_\_\_\_?  
\_\_\_\_\_.

- e. Jesus answers, "We must go to other villages."

\_\_\_\_\_?  
\_\_\_\_\_.

## IV. PRONUNCIATION

### A. Short vowel e /ĕ/ as in *egg*.

egg	bed	set
enter	left	else
end	men	send
every	next	yes

### B. Review

ba—be	pa—pe	sa—se
ta—te	va—ve	za—ze

## V. WRITING

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

## VI. SEQUENCE

Tell the story in class.

# UNIT 3, LESSON 3

## VII. ADAPTATION

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

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

## VIII. MEMORY VERSE

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

Matthew 6:9-13, KJV

# Unit 3, Practice Exercises

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

Example:

	Statement	Question
	I am lonely _____	Am I lonely _____?
1.	I _____	I _____?
2.	You _____	_____ you _____?
3.	He _____	_____ he _____?
4.	She _____	_____ she _____?
5.	It _____	_____ it _____?
6.	We _____	_____ we _____?
7.	You _____	_____ you _____?
8.	They _____	_____ they _____?

- B. Write the opposite of the following words.

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

# UNIT 3, PRACTICE EXERCISES

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

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

Jesus left the house because He wanted to pray. \_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

1. **Who** asked questions about \_\_\_\_\_.

2. **What** asks questions about \_\_\_\_\_.

3. **Where** asks questions about \_\_\_\_\_.

4. **Why** asks questions about \_\_\_\_\_.

5. **When** asks questions about \_\_\_\_\_.

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

1. Simon is \_\_\_\_\_ church.

2. James is \_\_\_\_\_ the kitchen, but Andrew is \_\_\_\_\_ work.

3. John is fishing \_\_\_\_\_ the boat.

4. He caught a fish \_\_\_\_\_ his net.

5. Is your wife \_\_\_\_\_ home?

# UNIT 3, PRACTICE EXERCISES

**F. Change the verbs to third person singular by changing *I* to *he*. Check the spelling carefully.**

- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1. I arrive. | _____ | 11. I worry.  | _____ |
| 2. I catch.  | _____ | 12. I answer. | _____ |
| 3. I come.   | _____ | 13. I pray.   | _____ |
| 4. I go.     | _____ | 14. I search. | _____ |
| 5. I help.   | _____ | 15. I tell.   | _____ |
| 6. I see.    | _____ | 16. I am.     | _____ |
| 7. I take.   | _____ | 17. I leave.  | _____ |
| 8. I talk.   | _____ | 18. I preach. | _____ |
| 9. I walk.   | _____ | 19. I say.    | _____ |
| 10. I sleep. | _____ | 20. I want.   | _____ |

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

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

**H. Use the correct possessive pronouns.**

1. Simon introduced Jesus to \_\_\_\_\_ mother-in-law.
2. Simon said, "Come to \_\_\_\_\_ house."
3. James' wife is happy that Mary is \_\_\_\_\_ friend.
4. We are happy in \_\_\_\_\_ village.

# UNIT 3, PRACTICE EXERCISES

5. Simon and Andrew used \_\_\_\_\_ nets.
6. Simon's mother-in-law loves \_\_\_\_\_ daughter.
7. Simon said to Jesus, "Come to \_\_\_\_\_ house."
8. Simon helped \_\_\_\_\_ brother.
9. Zebedee said to John, "Put the nets in \_\_\_\_\_ boats."
10. Simon and Andrew give Jesus \_\_\_\_\_ help.

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

- |                 |                    |                 |       |
|-----------------|--------------------|-----------------|-------|
| 1. this boat    | <u>these boats</u> | 11. this class  | _____ |
| 2. this day     | _____              | 12. that pen    | _____ |
| 3. that brother | _____              | 13. this bus    | _____ |
| 4. this family  | _____              | 14. this church | _____ |
| 5. that fish    | _____              | 15. that house  | _____ |
| 6. this man     | _____              | 16. this father | _____ |
| 7. that net     | _____              | 17. that name   | _____ |
| 8. this shore   | _____              | 18. this home   | _____ |
| 9. that son     | _____              | 19. this sister | _____ |
| 10. this bed    | _____              | 20. that school | _____ |



# UNIT 3, PRACTICE EXERCISES

## J. Pronounce these plural nouns.

/s/	/es/	/z/
boats	classes	days
nets	buses	brothers
lakes	churches	families
	houses	pens
		homes

## K. Irregular noun plurals—memorize these:

Singular	Plural
man	men
woman	women
fish	fish
foot	feet

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

- catch, caught (he catches) He doesn't catch
- come, came (he comes) \_\_\_\_\_
- get, got (he gets) \_\_\_\_\_
- go, went (he goes) \_\_\_\_\_
- have, had (he has) \_\_\_\_\_
- leave, left (he leaves) \_\_\_\_\_
- sleep, slept (he sleeps) \_\_\_\_\_
- see, saw (he sees) \_\_\_\_\_
- take, took (he takes) \_\_\_\_\_
- wake up, woke up (he wakes up) \_\_\_\_\_
- say, said (he says) \_\_\_\_\_

# UNIT 3, PRACTICE EXERCISES

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

- |               |       |            |       |                |       |
|---------------|-------|------------|-------|----------------|-------|
| 1. I come     | _____ | Do I come? | _____ | 7. He sees     | _____ |
| 2. They catch | _____ |            |       | 8. You sleep   | _____ |
| 3. She goes   | _____ |            |       | 9. I take      | _____ |
| 4. It has     | _____ |            |       | 10. We wake up | _____ |
| 5. They leave | _____ |            |       | 11. He gets    | _____ |
| 6. She says   | _____ |            |       |                |       |

N. NEW VOCABULARY, UNIT 3

Nouns of Time	Verbs	Adjectives	Buzz Words
afternoon day daylight midnight morning night noon	to answer, answered to pray, prayed to preach, preached to search, searched to sleep, slept to want, wanted	asleep awake dark early light lonely	also because before but for
Questions	Two-Word Verbs	Adverbs	Nouns
why when	to get up, got up to wake up, woke up to go on, went on	very long before	everyone place preacher prayer village

# UNIT 3, PRACTICE EXERCISES

## Vocabulary Expansion

### To Put Into Words

to answer, answered  
to preach, preached  
to say, said  
to speak, spoke  
to talk, talked  
to tell, told

### People Words

friend  
disciple  
companion

### To Look

to look for, looked for  
to search for, searched for  
to see, saw

## O. Related Words

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

General position of words in a sentence:

Subject + verb + complement (words that complete, make clearer, the subject or verb)

Simon was asleep.

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

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

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

Sentence	Adjective	Noun	Verb	Adverb
a.	asleep, sleepy	sleep	to sleep	sleepily
b.		answer	to answer	
c.		search, searcher	to search	
d.		speaker, speech	speak	
e.		prayer	to pray	

## UNIT 3, PRACTICE EXERCISES

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

- a. Adjective: Simon was not **asleep**. This is a very **sleepy** child.  
Noun: **Sleep** comes late.  
Verb: Some people **sleep** too much.  
Adverb: He **sleepily** answered the telephone.
- b. Noun: I don't know the **answer** to the question.  
Verb: Jesus **answered** His disciples.
- c. Noun: The **search** for Jesus took hours.  
Noun: The **searchers** were tired and sleepy.  
Verb: I **search** for God.
- d. Noun: Our **speaker** tonight is Dr. Ruby Smith.  
Noun: I forgot my **speech**.  
Verb: When I pray, I **speak** to God.
- e. Noun: **Prayer** is talking to God.  
Verb: Jesus **prays** to God.

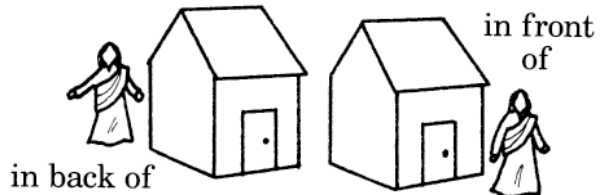
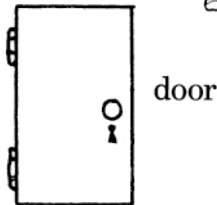
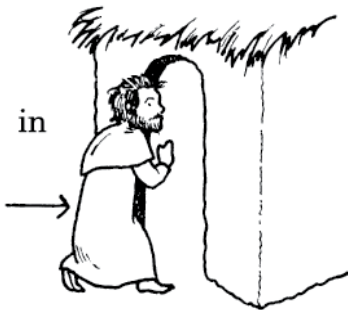
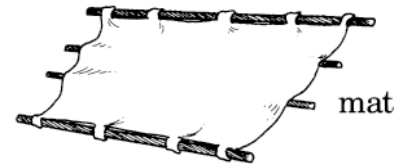
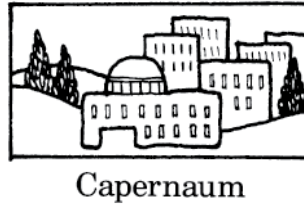
### P. A DEEPER LOOK

1. Why did Jesus need a special time to be alone with God?
2. How does daily prayer help people?
3. How do we learn to pray?
4. How can a person learn to pray every day?

# Unit 4, Lesson 1

I. A few days later Jesus went back to Capernaum, and the news spread that he was at home. So many people came together that there was no room left, not even in front of the door. Jesus was preaching the message to them when four men arrived, carrying a paralyzed man to Jesus.

Mark 2:1-3, GNB



# UNIT 4, LESSON 1

## A. Dialogue

REBECCA: Listen. Jesus is back in Capernaum. He is going to preach tomorrow.

MARY: Really? Do you think many people will come to hear Him?

REBECCA: I don't know, but many people want to be healed.

MARY: I am going early.

## B. Core Sentences

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

## C. Reading Comprehension Questions

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

## II. VOCABULARY

Nouns	Verbs	Question Words	Two-Word Verbs
message news	to carry, carried to spread, spread	how many how much	to go back went back
Adverbs	Adjectives	Buzz Words	Place
later out so together	paralyzed few left many	even not even	Capernaum

### Opposites

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

### A. Action Verbs

1. **to carry, carried** (carrying, carries): To take a thing or a person from one place to another.
  - a. I **carry** my books today.
  - b. They **are carrying** a paralyzed man.
  - c. He **carried** all the books to class yesterday.
  
2. **to spread, spread**: to cause to cover a large or larger area.
  - a. The news about Jesus **spread** from village to village.
  - b. Jesus **is spreading** the Good News about God.
  - c. Yesterday, the news **spread** that Jesus helped Simon's mother-in-law.





# UNIT 4, LESSON 1

## B. Nouns

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



2. **news:** something told as just having happened.



Fill in the blanks with nouns from the list above.

1. Tell Mother I have a \_\_\_\_\_ from Father.
2. Have you heard the \_\_\_\_\_?

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

1. When will he come? He comes \_\_\_\_\_. (later, so)
2. Why did he come? He came \_\_\_\_\_ to be healed. (out, later)
3. How many people were there? There were \_\_\_\_\_ many people the house was full. (so, together)
4. How did they come? They came \_\_\_\_\_ by boat. (together, so)

## D. Adjectives—they tell about nouns.

1. **few:** not many

I saw a **few** people in class today.



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

This is my **left** hand.

I sleep on my **left** side.



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

I saw **many** people with Jesus.



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

The **paralyzed** man looks for Jesus.



# UNIT 4. LESSON 1

## III. GRAMMAR AND DRILL

### A. Use the opposite word in the sentence.

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

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

Example:

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

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

Example:

How much is  $2 + 2$ ?  
It is 4.

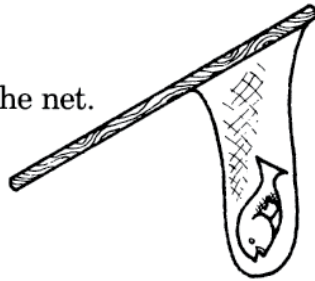
Answer the questions:

1. How many men carried the paralyzed man? \_\_\_\_\_
2. How many people came to see Jesus? \_\_\_\_\_
3. How much is  $8 + 10$ ? \_\_\_\_\_
4. How much money is in your pocket? \_\_\_\_\_
5. How much time do you have to learn English? \_\_\_\_\_
6. How many people are in this room? \_\_\_\_\_

## C. Preposition Practice

### 1. **in**

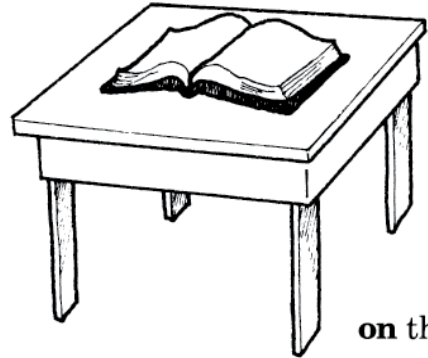
The fish is **in** the net.



**in** the net

### 2. **on**

The book is **on** the table.



**on** the table

### 3. **in front of**

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



**in front of** the door

### 4. **in back of**

The paralyzed man was **in back of** many people.



**in back of** many people

# UNIT 4, LESSON 1

5. **at**

John was **at** home.



**at** home

6. **out (of)**

Jesus walked **out of** the house.



**out of** the house

7. **ahead (of)**

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



a disciple went **ahead**

8. **behind**

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



**behind** the crowd

## IV. PRONUNCIATION

### A. Short vowel *i* /*ɪ*/ as in *in* and *is*.

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

### B. Review /*ă*/ /*ĕ*/ /*ĭ*/

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

## V. WRITING

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

B. Write the answers.

## VI. MEMORY VERSE

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

Matthew 11:28, GNB

# UNIT 4. LESSON 1

## VII. HOMEWORK

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

Example:

<b>to help</b>		
<b>Person</b>	<b>Singular</b>	<b>Plural</b>
First	I help	we help
Second	you help	you help
Third	he helps she helps it helps	they help

<b>to carry</b>		
<b>Person</b>	<b>Singular</b>	<b>Plural</b>
First	I _____	we _____
Second	you _____	you _____
Third	he _____ she _____ it _____	they _____

<b>to spread</b>		
<b>Person</b>	<b>Singular</b>	<b>Plural</b>
First	I _____	we _____
Second	you _____	you _____
Third	he _____ she _____ it _____	they _____



**B. Underline the verb in the following sentences. Circle the prepositional phrase.**

1. I leave for church on Sunday morning.
2. She is sick in bed with a fever.
3. Simon's wife tells Simon about her.
4. James goes out of the house.
5. Is Simon at home with Andrew?

**C. Make these sentences plural. Change the underlined words.**

1. This man is happy. \_\_\_\_\_
2. He opens this door. \_\_\_\_\_
3. My friend is here. \_\_\_\_\_
4. This class is easy. \_\_\_\_\_
5. That boy is happy. \_\_\_\_\_

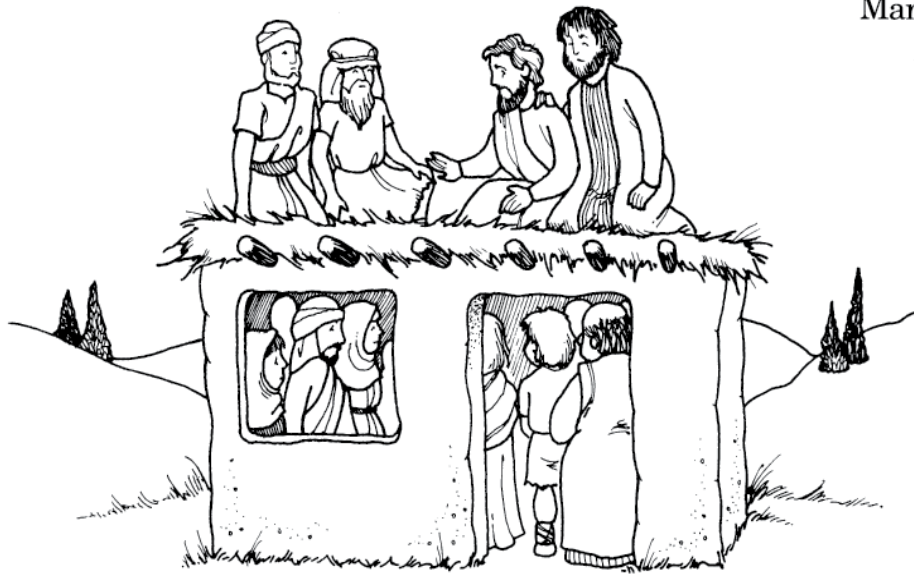
**D. Answer the questions.**

1. What month comes after December? \_\_\_\_\_
2. What month comes after February? \_\_\_\_\_
3. What month comes after April? \_\_\_\_\_
4. What month comes after September? \_\_\_\_\_
5. What month comes after May? \_\_\_\_\_
6. What day is today? \_\_\_\_\_
7. What day comes before Monday? \_\_\_\_\_
8. What day comes before Tuesday? \_\_\_\_\_
9. What day comes before Thursday? \_\_\_\_\_
10. What day comes before Sunday? \_\_\_\_\_

# Unit 4, Lesson 2

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

Mark 2:1-5, GNB



## A. Dialogue

- DAVID: I am so excited. So many people listen to our teacher.
- SAMUEL: How many people are in this room?
- DAVID: Too many. Look up, Samuel. I see a man making a hole in the roof.
- SAMUEL: Oh, my! Look, a paralyzed man is coming through the hole.
- DAVID: Yes, I see four men letting him down through the hole.

## B. Core Sentences

1. A crowd listened to Jesus.
2. The room was too crowded.
3. The paralyzed man could not enter the room.
4. Four men made a hole in the roof.
5. The hole was above Jesus.
6. They let the man down.
7. Jesus saw the faith of the four men.
8. Jesus forgave the sins of the man.

## C. Reading Comprehension Questions

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

## II. VOCABULARY

Nouns	Verbs	Buzz Words
crowd	to forgive, forgave	above
faith	to let, let	however
hole	to lie (down), lay (down)	right above
mat	to make, made	
opening	to open, opened	
place	to trust, trusted	
roof		
sins		

# UNIT 4, LESSON 2

## A. Action Verbs

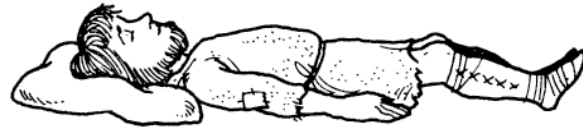
1. **to forgive, forgave:** to give up the wish to punish or get even with.
  - a. God **forgives** my sins.
  - b. Jesus **is forgiving** the sins of the paralyzed man.
  - c. He **forgave** me, and I am happy inside.



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



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

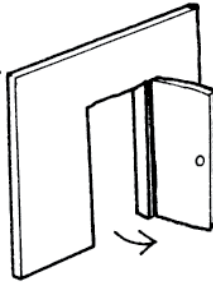


4. **to make, made:** to bring into being; to put together.
  - a. I **make** nets to catch fish.
  - b. He **is making** me happy.
  - c. They **made** a hole in the roof.



5. **to open, opened:** to make available for use, entry, or passage; not shut; not closed.

- a. I **open** my book in class.
- b. I am **opening** the door.
- c. He **opened** his heart to God.



6. **to trust, trusted:** to believe in honesty, truthfulness, justice, or power of a person or thing; to have faith in.

- a. The little girl **trusts** her father to care for her.
- b. The paralyzed man **is trusting** in Jesus.
- c. The disciples **trusted** Jesus to help many people.



## B. Nouns

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



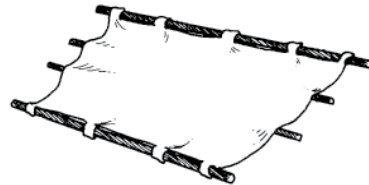
2. **faith:** believing without proof; to trust.



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



4. **mat:** a piece of coarse fabric, grass, or straw. A small rug.

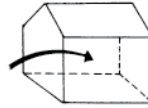


# UNIT 4, LESSON 2

5. **opening:** an open or clear space.



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



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



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



## Fill in the blank with the correct noun.

1. Jesus said, "Your \_\_\_\_\_ are forgiven."
2. The four men made a \_\_\_\_\_ in the \_\_\_\_\_.
3. The \_\_\_\_\_ is so large there is no place for five more people.
4. The four men trusted Jesus. They had great \_\_\_\_\_.
5. The man was lying on a \_\_\_\_\_.
6. On the roof, the men made a \_\_\_\_\_.
7. "Let him down above the \_\_\_\_\_ where Jesus is," the friend said.



## III. GRAMMAR AND DRILL

### A. Present Tense

1. Underline the present tense of verbs in the following sentences:

- a. The people arrive in Capernaum.
- b. They come to hear the teacher.
- c. Four men take a sick friend to Jesus.
- d. They see many people at the house.
- e. Jesus preaches to the crowd of people.
- f. Jesus forgives the sick man.

2. Complete the sentence with the present tense of the verb indicated.

- a. I \_\_\_\_\_ the crowd that Jesus is coming. (tell)
- b. I \_\_\_\_\_ happy to see him. (to be)
- c. He \_\_\_\_\_ the news about town. (spread)
- d. The man \_\_\_\_\_ here. (arrive)
- e. All the people \_\_\_\_\_ to talk to him. (want)
- f. He \_\_\_\_\_ to the crowd. (preach)

3. Change the first person singular to third person singular.

- a. I am excited that Jesus is here. \_\_\_\_\_
- b. I want to see Jesus. \_\_\_\_\_
- c. I make time to see him. \_\_\_\_\_
- d. I take a friend to Jesus. \_\_\_\_\_
- e. I have faith that Jesus forgives my sins. \_\_\_\_\_



# UNIT 4, LESSON 2

## B. Present Continuous Tense

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

### 1. Statement:

I **am reading** a book.

Simon **is opening** the door.

The men **are making** a hole in the roof.

#### a. Explanation

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

<b>to be</b>	<b>Present Tense</b>	
<b>Person</b>	<b>Singular</b>	<b>Plural</b>
First	I am	we are
Second	you are	you are
Third	he is she is it is	they are

I **am going** home.

I **am listening** now.

I **am writing** in my notebook.

I **am sitting** in class now.

To form the present continuous tense:

<u>to be</u>	+	<u>verb</u>	+	<u>ing</u>	=	<u>present continuous tense</u>
am		go		ing	=	am going
are		tell		ing	=	are telling
is		talk		ing	=	is talking

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

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

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

Examples:

Every day Jesus prays to God.  
Jesus is praying now.

Simon often catches fish in his boat.  
Simon is catching fish now.

- c. Change the verbs to present continuous tense and add the word **now**.

- (1) The man preaches about God.

---

- (2) I tell about Jesus.

---

- (3) We talk to everyone about Jesus.

---

- (4) The disciples teach the people.

---

- (5) We look for Jesus.

---

## UNIT 4. LESSON 2

### 2. Present Continuous Questions

#### a. Explanation

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

To make a statement:

Subject	+	<b>to be</b>	+	verb	+	<b>ing</b>	+	end of the sentence
Jesus		is		coming				to Capernaum

To form a question:

<b>To be</b>	+	subject	+	verb	+	<b>ing</b>	+	end of the sentence
Is		Jesus		coming				to Capernaum

#### b. Make these sentences into questions:

Example:

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

(1) I am telling everyone.

---

(2) Jesus is healing many people.

---

(3) The crowds are talking about Jesus.

---

(4) The man is preaching tonight.

---

(5) The paralyzed man is lying on the mat.

---

- c. Change these sentences into questions. Answer in the short answer form. The answer is either **Yes** or **No**.

Example: She is catching the excitement.

Is she catching the excitement?

Yes, she is.

- (1) We are searching for God.

---

---

- (2) Simon is praying for his friends.

---

---

- (3) The disciples are walking with him.

---

---

- (4) Simon is praying.

---

---

- (5) The teacher is arriving today.

---

---

# UNIT 4, LESSON 2

## 3. Present Continuous Negative

### a. Explanation

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

<b>Not</b>	<b>Contraction 1</b>	<b>Contraction 2</b>
I am not coming.	I'm not coming.	—
You are not coming.	You're not coming.	You aren't coming.
He is not coming.	He's not coming.	He isn't coming.
She is not coming.	She's not coming.	She isn't coming.
It is not coming.	It's not coming.	It isn't coming.
We are not coming.	We're not coming.	We aren't coming.
You are not coming.	You're not coming.	You aren't coming.
They are not coming.	They're not coming.	They aren't coming.

Either contraction is correct.

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

### b. Make the following sentences negative:

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

## IV. PRONUNCIATION

### A. Short vowel *o* /*ɔ*/ as in ***odd*** or ***job***

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

### B. **Recite**

bo	so	vo	po	zo
----	----	----	----	----

C. **Review** /ă/ /ě/ /ĩ/ /ǒ/.

sin	every	him	dot	not
man	met	big	God	pop
pass	bed	van	yes	did

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

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

## V. WRITING

### A. Definitions

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

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

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

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

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

# UNIT 4, LESSON 2

## VI. MEMORY VERSE

“Do for others just what you want them to do for you.”

Luke 6:31, GNB

## VII. HOMEWORK

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

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

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

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

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

- |                       |                     |
|-----------------------|---------------------|
| 1. They lie down.     | He lies down. _____ |
| 2. I trust my friend. | _____               |
| 3. We open the door.  | _____               |
| 4. You let him down.  | _____               |
| 5. I carry my friend. | _____               |



6. I am a disciple. \_\_\_\_\_

7. They sleep at Simon's. \_\_\_\_\_

8. I want to help. \_\_\_\_\_

9. We pray in the morning \_\_\_\_\_

**D. What is the opposite?**

1. morning \_\_\_\_\_

6. in \_\_\_\_\_

2. happy \_\_\_\_\_

7. in front of \_\_\_\_\_

3. midnight \_\_\_\_\_

8. man \_\_\_\_\_

4. day \_\_\_\_\_

9. ahead \_\_\_\_\_

5. awake \_\_\_\_\_

10. over \_\_\_\_\_

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

Change these verbs to present continuous.

1. I walk.

I am walking. \_\_\_\_\_

2. He comes.

\_\_\_\_\_

3. He sees.

\_\_\_\_\_

4. She goes.

\_\_\_\_\_

5. I have.

\_\_\_\_\_

**F. Change these verbs to questions.**

1. I catch.

Am I catching? \_\_\_\_\_

2. We leave.

\_\_\_\_\_

# UNIT 4, LESSON 2

3. They arrive. \_\_\_\_\_

4. He tells. \_\_\_\_\_

5. She waits on. \_\_\_\_\_

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

1. He begins.

He is not beginning.

He isn't beginning.

He's not beginning.

2. We take.  
\_\_\_\_\_

3. They help.  
\_\_\_\_\_

4. You wait on.  
\_\_\_\_\_

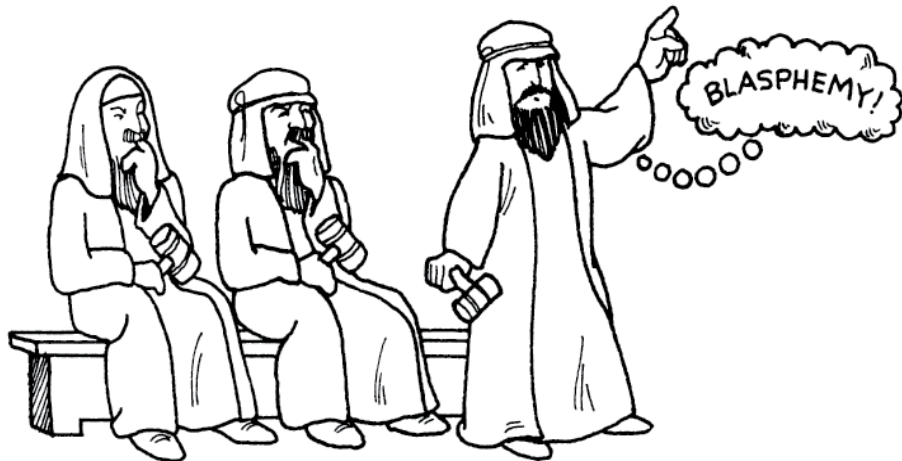
5. They sleep.  
\_\_\_\_\_

# Unit 4, Lesson 3

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

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

Mark 2:1-7, GNB



## A. Dialogue

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

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

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

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

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

DEBORAH: The teachers of the Law do not like what Jesus is doing. Look at their faces.

# UNIT 4, LESSON 3

## B. Core Sentences

1. Some teachers listened to Jesus.
2. They were teachers of the Law.
3. They thought about Jesus. (God/sin)
4. They thought Jesus was wrong.
5. God is good.
6. God forgives sin.
7. Jesus says He can forgive sins.
8. The teachers are angry at Jesus.
9. They think this is blasphemy.
10. Can Jesus forgive sins?
11. Who is Jesus?

## C. Reading Comprehension Questions

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

## II. VOCABULARY

Nouns	Verbs	Adjectives	Pronoun
blasphemy idea law	to dare, dared to listen, listened to sit, sat to think, thought	different only same	themselves

### A. Action Verbs

1. **to dare, dared:** to have the courage to do something; to be unafraid of.
  - a. He jumps! He **dares** to jump!
  - b. Jesus **dares** to forgive sins.
  - c. He **dared** to drive in heavy traffic.



2. **to listen, listened:** to try to hear.

- Jesus **listens** to the people.
- Are you **listening**?
- The teachers of the Law **listened** to Jesus.



3. **to sit, sat:** to rest on the lower part of the body.

- They **sit** and listen.
- Jesus **sat** and waited for the teachers to speak.
- I **am sitting** as quietly as I can.
- Are you **sitting** in my chair?



4. **to think, thought:** to have ideas; to use the mind.

- They **thought**, "Blasphemy!"
- Simon **thinks** about God.
- Are you **thinking** about God?
- I **thought** about class last week.



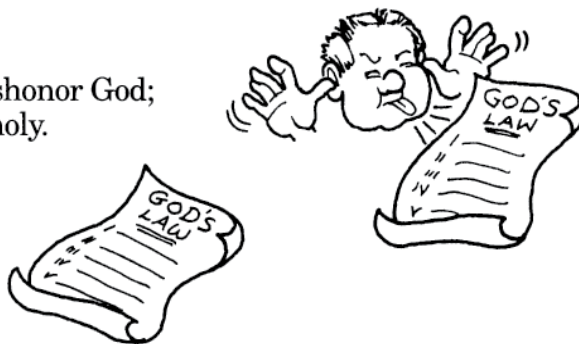
**Use the correct verb in the sentence.**

- Do you \_\_\_\_\_ to worship God? (dare, sit)
- The teachers \_\_\_\_\_ but did not speak. (thought, dared)
- People \_\_\_\_\_ in all the chairs. (are thinking, are sitting)
- \_\_\_\_\_ you \_\_\_\_\_ to Jesus? (are listening, are thinking)

# UNIT 4, LESSON 3

## B. Nouns

1. **blasphemy:** words or acts that dishonor God; making fun of God and all that is holy.
2. **Law:** God's rules for living.



Use the correct noun in these sentences:

1. To speak against God is \_\_\_\_\_.
2. God's \_\_\_\_\_ helps us obey Him.

## III. GRAMMAR AND DRILL

### A. Personal Pronouns: Study the chart.

Personal Pronouns			
Subject		Object	
I	we	me	us
you	you	you	you
he	they	him	them
she		her	
it		it	

Use the correct object pronoun.

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

## B. Possessive Pronouns

Possessive Pronouns	
my	our
your	your
his	
her	their
its	



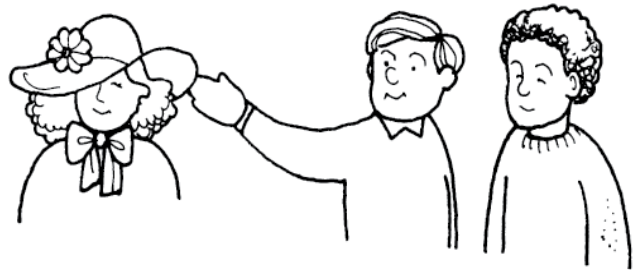
Use the correct possessive pronoun in the sentence.

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



## C. Reflexive Pronouns

Reflexive Pronouns	
myself	ourselves
yourself	yourselves
himself	
herself	themselves
itself	



Use the correct reflexive pronoun in the sentence.

1. The four men carried their friend by \_\_\_\_\_.
2. You cannot forgive your sins by \_\_\_\_\_; you need God.



# UNIT 4, LESSON 3

3. The woman did not spread the news about Jesus by \_\_\_\_\_.
4. The teacher went by \_\_\_\_\_.
5. We did not want to go by \_\_\_\_\_.
6. The paralyzed man could not help \_\_\_\_\_.
7. I like to be by \_\_\_\_\_.
8. You must think about God \_\_\_\_\_.

## IV. PRONUNCIATION

Short vowel **u** /**ǔ**/ as in **up**.

bus      under      run      up      but      bug      cub      us  
gum      cut      cup      buck      hum      gull      rug      hug

Review: /**ǎ**/ /**ě**/ /**ĩ**/ /**õ**/ and /**ũ**/

pad      hot      but      get      got      sum      hit  
egg      nut      tip      dad      up      at      led

**V. WRITING**

Write a short paragraph about what you are doing now: studying English. Be sure to write at least four sentences.

**VI. SEQUENCE**

Tell the Bible story in your own words.

**VII. ADAPTATION QUESTIONS**

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

**VIII. MEMORY VERSE**

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

Mark 11:25, GNB

# Unit 4, Practice Exercises

### I. EXERCISES

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

1. Jesus \_\_\_\_\_ coming.
2. I \_\_\_\_\_ excited
3. We \_\_\_\_\_ telling everyone.
4. You \_\_\_\_\_ to come tonight.
5. They \_\_\_\_\_ bringing a paralyzed man.
6. Jesus \_\_\_\_\_ forgiving his sins.
7. The teachers \_\_\_\_\_ not happy with Jesus.

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

1. Jesus returned to Capernaum. The news spread that He was back.
2. Many people were in the room. The four men could not bring their friend to Jesus.
3. The room was crowded. The men took their friend up to the roof.
4. They made a hole. They could see Jesus.
5. Jesus was talking. He stopped to help the paralyzed man.

**C. Write the opposites of the following words.**

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

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

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

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

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. I <u>go</u> back.</li> <li>2. I <u>spread</u> the news.</li> <li>3. I <u>carry</u> a man.</li> <li>4. I <u>make</u> a hole.</li> <li>5. I <u>open</u> the door.</li> <li>6. I <u>let</u> my friend down.</li> <li>7. I <u>lie</u> on a mat.</li> <li>8. I <u>trust</u> Jesus.</li> </ol> | <p>He <u>goes</u> back.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|--|

# UNIT 4, PRACTICE EXERCISES

9. I forgive my friend. \_\_\_\_\_

10. I dare to trust Jesus. \_\_\_\_\_

11. I think about God. \_\_\_\_\_

12. I help people. \_\_\_\_\_

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

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

**G. Use the correct possessive pronouns.**

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

**H. Use the correct reflexive pronouns.**

1. I want to see him \_\_\_\_\_.
2. People came with others or by \_\_\_\_\_.
3. Jesus spoke about God and not about \_\_\_\_\_.
4. The teachers thought to \_\_\_\_\_ but did not speak.
5. Tell God about \_\_\_\_\_.

**I. Irregular Plurals—study the words, then complete the sentences using the correct words. Check the spelling.**

wife	wives
self	selves
knife	knives
life	lives
loaf	loaves

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

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

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

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

1. He carries.                      He carried. \_\_\_\_\_
2. He spreads.                      \_\_\_\_\_
3. He makes.                        \_\_\_\_\_

## UNIT 4. PRACTICE EXERCISES

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

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

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



# UNIT 4, PRACTICE EXERCISES

## II. NEW VOCABULARY, UNIT 4

<b>Nouns</b>	<b>Verbs</b>	<b>Opposites</b>
blasphemy Capernaum crowd faith hole idea Law mat message news opening place roof sins	to carry, carried to dare, dared to forgive, forgave to let, let to lie, lay to listen, listened to make, made to sit, sat to spread, spread to think, thought	ahead .....behind few .....many in .....out in front of.....in back of over .....under same.....different
<b>Adjectives</b>	<b>Reflexive Pronouns</b>	<b>Buzz Words</b>
excited few left many only paralyzed	themselves	above right above even however not even
<b>Adverbs</b>	<b>Two-Word Verbs</b>	<b>Question Words</b>
later so together out	to go back, went back	How much . . . ? How many . . . ?

# UNIT 4, PRACTICE EXERCISES

## III. RELATED WORDS

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

<b>Adjective</b>	<b>Noun</b>	<b>Verb</b>	<b>Adverb</b>
thoughtful	thought listener	to think to listen	thoughtfully

Sentences using the words in the preceding list:

- A. **Adjective:** Andrew is a **thoughtful** man.  
**Noun:** The **thought** was a good one.  
**Verb:** Andrew **thinks** about God.  
**Adverb:** Jesus answered the teachers of the Law **thoughtfully**.
- B. **Noun:** The **listeners** were quiet when Jesus talked.  
**Verb:** The people **listened** to Jesus.

## IV. A DEEPER LOOK

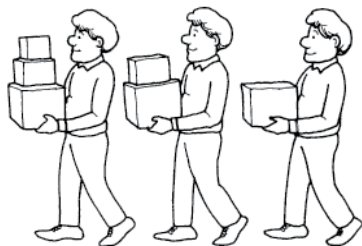
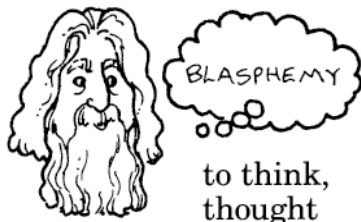
1. What great power had God given to Jesus?
2. Do you believe that God heals today?
3. What is sin?
4. When we sin, how can we be forgiven?
5. Are religious people always close to God?
6. What is blasphemy?
7. How do people blaspheme God today?
8. How does this story show that Jesus had the power of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

# Unit 5, Lesson 1

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

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

Mark 2:8-12, GNB



# UNIT 5. LESSON 1

## A. Dialogue

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

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

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

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

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

## B. Core Sentences

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

## C. Reading Comprehension Questions

1. Who came to Capernaum?
2. Who carried a paralyzed man to Jesus?
3. Why did they make a hole in the roof?
4. What did the paralyzed man want Jesus to do?
5. When Jesus said, "Your sins are forgiven," what did the teachers of the Law think?

6. What did the paralyzed man do?
7. Where did he go?
8. Who was amazed?
9. Why did they praise God?

## II. VOCABULARY

Nouns	Verbs	Buzz Words
authority earth miracle	to amaze, amazed to complete, completed to get, got to know, knew to heal, healed to hurry, hurried to pick, picked (up) to praise, praised to prove, proved to watch, watched	at once so or then while
Adjectives	Adverbs	Pronoun
all easy	completely	all

### A. Action Verbs

1. **to amaze, amazed:** to surprise greatly.
  - a. She **amazes** me.
  - b. Jesus **is amazing!**
  - c. Jesus **amazed** the people.
  
2. **to complete, completed:**  
to make whole; to make perfect; to finish.
  - a. He **completes** all his homework every week.
  - b. Mary **is completing** her reading.
  - c. She **completed** the book.



# UNIT 5, LESSON 1

3. **to get, got:** to obtain; to have; to receive.

- a. You **get** the fish at the lake.
- b. The four men **are getting** their new boat.
- c. He **got** his money yesterday.



4. **to heal, healed:** to make or become well; return to health.

- a. His leg **heals** well.
- b. My hand **is healing**.
- c. He **healed** the paralyzed man after he forgave his sins.



5. **to hurry, hurried:** to move, drive, carry, or send quickly.

- a. Please **hurry** home early tonight.
- b. We **are hurrying** to hear Thomas preach.
- c. The man **hurried** away.



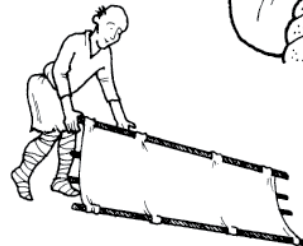
6. **to know, knew:** to have the facts of; to be skilled in.

- a. We **know** Jesus healed the paralyzed man.
- b. The people **knew** Jesus had the authority of God.



7. **to pick (up), picked (up):** to take up.

- a. Jesus said, "**Pick up** your mat."
- b. The paralyzed man **is picking up** his mat.
- c. He **picked up** the books.





8. **to praise, praised:** to say something good about a person or thing; to worship in words or song.
- We **praise** God every day.
  - The man **is praising** God as he is walking home.
  - The teacher **praised** the student for his work.



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



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



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

- Jesus \_\_\_\_\_ what they were thinking.
- Jesus \_\_\_\_\_, "Your sins are forgiven."
- I will \_\_\_\_\_ it to you.
- Jesus can \_\_\_\_\_ sins.
- Jesus said, "\_\_\_\_\_ up, \_\_\_\_\_ up your mat and \_\_\_\_\_ home."



# UNIT 5, LESSON 1

## B. Nouns

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



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



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



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

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

## Use the correct buzz words in the sentences: *or, so, at once, while.*

1. Jesus knew \_\_\_\_\_ what the teachers thought.
2. Jesus said, "I will prove it." \_\_\_\_\_ He healed the sick man.
3. The man hurried out \_\_\_\_\_ they watched.
4. Is this easier \_\_\_\_\_ that?

## III. GRAMMAR AND DRILL

Personal Pronouns			
Subject		Object	
I	we	me	us
you	you	you	you
he	they	him	them
she		her	
it		it	

**A. If a personal pronoun is used as an object (direct object, indirect object, or object of the preposition), use the object form.**

He gave his mat to Simon. (or him)

Jesus asked Andrew and James to come. (or them)

Who gave the authority to you?

Use the correct object pronoun in the sentence.

1. "Please help \_\_\_\_\_," I said.
2. How could they get the man to \_\_\_\_\_? (Jesus)
3. Jesus wanted \_\_\_\_\_ to understand about God. (the teachers of the Law)
4. Joshua came with \_\_\_\_\_. (Deborah)
5. Please help \_\_\_\_\_ with the hole in the roof. (the disciples and me)

Change the underlined words to an object pronoun.

1. Please help the paralyzed man. \_\_\_\_\_
2. Jesus looked at the teachers of the Law. \_\_\_\_\_
3. Hurry with Deborah and Joshua to the house. \_\_\_\_\_
4. Take the mat with you. \_\_\_\_\_
5. Come with Simon and me. \_\_\_\_\_

# UNIT 5, LESSON 1

**B. Almost all adjectives of one syllable and some adjectives of two syllables form the comparative by adding *r* or *er*. Adjectives ending in *y* when preceded by a consonant, drop the *y* and add *ier* to form the comparative. Sometimes *than* is added to the adjective when the object of comparison is named.**

dark.....darker than  
light.....lighter than  
happy .....happier than  
easy .....easier than  
early .....earlier than

**Many adjectives of two syllables and almost all adjectives of three or more syllables form the comparative by using *more* before the adjective.**

beautiful.....more beautiful than  
paralyzed.....more paralyzed than  
excited.....more excited than

Use the adjective to form a comparative sentence. Add ***than*** after each adjective.

1. The early morning is \_\_\_\_\_ the night. (light)
2. The paralyzed man was \_\_\_\_\_ everyone. (happy)
3. This way is \_\_\_\_\_ that. (easy)
4. Morning is \_\_\_\_\_ noon. (early)
5. The four friends were \_\_\_\_\_ the teachers of the Law. (happy)

## IV. PRONUNCIATION

Consonant sounds: /f/ and /v/

/f/ is voiceless    self, wife, fan  
/v/ is voiced      selves, wives, van

Practice these words with the /f/ sound.

Initial	Medial	Final
fat	often	loaf
fit	after	half
fish	left	self
father	fifty	roof

Practice these words with the /v/ sound.

Initial	Medial	Final
vet	seven	give
vote	selves	save
vase	never	live
vine	fever	love

Practice aloud long words.

### 3 Syllables

ad' • jec • tive  
 blas' • phe • my  
 for • giv' • en  
 mir' • a • cle  
 par' • a • lyzed  
 to • geth' • er  
 com • plet' • ed

### 4 Syllables

au • thor' • i • ty  
 Ca • per' • na • um  
 com' • pre • hen' • sion  
 com • par' • a • tive

# UNIT 5, LESSON 1

## V. WRITING

Write a thank-you note.

Example:

	70 Main Street Atlanta, Georgia 30300 September 20, 1990
Dear Sam:	
Thank you so much for the book. I am reading it now. It is a fun book. Your gift makes me happy.	
	Sincerely,

Example:

Mary spent a weekend with Mrs. Smith. They went to the movies on Saturday evening and to church on Sunday morning. Here is her thank you note.

	November 5, 1990
Dear Mrs. Smith:	
The visit with you was a happy time. I appreciate you and what you did.	
The movie was fun. I laugh when I think about it. I enjoyed going to church and meeting your friends.	
Thank you for a special weekend.	
	Lovingly,

Now write a thank-you note for a gift. It was a box of writing paper (or a book, or a cake, etc.)

## VI. MEMORY VERSE

“Whoever believes in the Son has eternal life; whoever disobeys the Son will not have life, but will remain under God’s punishment.”

John 3:36, GNB

## VII. HOMEWORK

### A. Write these verbs in the third person singular:

Base form	Present tense	Present continuous tense
1. amaze	he amazes	he is amazing
2. complete	_____	_____
3. get	_____	_____
4. know	_____	_____
5. heal	_____	_____
6. hurry	_____	_____
7. pick up	_____	_____
8. praise	_____	_____
9. prove	_____	_____
10. watch	_____	_____

### B. Fill in the blanks with comparative degree adjectives made by adding *er* or by dropping the *y* and adding *ier*.

1. easy	easier than
2. happy	_____
3. slow	_____
4. sleepy	_____
5. light	_____
6. few	_____

# UNIT 5. LESSON 1

## C. Fill in the blanks with comparative degree adjective phrases of *more (adjective) than*.

1. beautiful      more beautiful than \_\_\_\_\_
2. pleased      \_\_\_\_\_
3. helpful      \_\_\_\_\_
4. lonely      \_\_\_\_\_
5. excited      \_\_\_\_\_
6. paralyzed      \_\_\_\_\_

## D. Change these verbs to present continuous questions.

1. I do.      Am I doing? \_\_\_\_\_
2. He does.      \_\_\_\_\_
3. She listens.      \_\_\_\_\_
4. They sit.      \_\_\_\_\_
5. We think.      \_\_\_\_\_

## E. Write the correct object pronoun.

1. Give it to \_\_\_\_\_. (first person singular)
2. He asked \_\_\_\_\_ to come. (third person plural)
3. Simon sent \_\_\_\_\_ a message. (third person singular female)
4. Where is \_\_\_\_\_? (the boat) (third person singular neuter)
5. Our friend looked up at \_\_\_\_\_ on the roof. (first person plural)
6. I looked everywhere for \_\_\_\_\_. (second person singular)



**F. Make these into contractions.**

Example:

I am here.

I'm here. \_\_\_\_\_

1. He is

\_\_\_\_\_

2. They are

\_\_\_\_\_

3. She is

\_\_\_\_\_

4. I am

\_\_\_\_\_

5. We are

\_\_\_\_\_

6. We are not

\_\_\_\_\_

7. They are not

\_\_\_\_\_

8. You are not

\_\_\_\_\_

9. She is not

\_\_\_\_\_

10. I am not

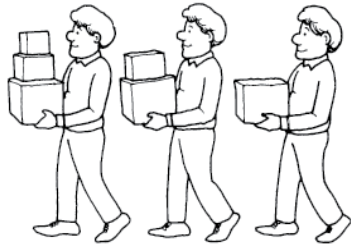
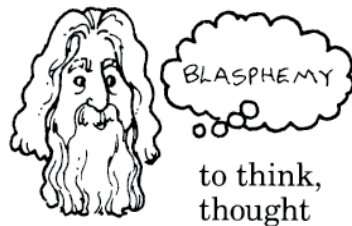
\_\_\_\_\_

# Unit 5, Lesson 2

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

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

Mark 2:8-12, GNB

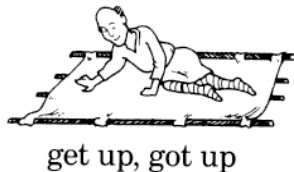


easy easier easiest



to prove, proved

watch, watched



hurry, hurried



amaze, amazed

## B. Dialogue

CHILD: Mother, what is sin?

MOTHER: Sin is wrong doing of any kind. It is breaking the laws of God. It is telling something untrue. It is taking something that is not yours. It is saying something is yours when it is not yours.

CHILD: I don't do those things. I don't sin.

MOTHER: Everyone sins. When I ask you to take out the garbage, and you don't, that is sin. God says, "Children, obey your parents."

## C. Reading Comprehension Questions

1. What is sin?
2. Does everyone sin?
3. Is Jesus a teacher?

## II. VOCABULARY

### Opposites

false.....true

## III. GRAMMAR AND DRILL

### A. Change these sentences to the present continuous form of the verb.

1. The teachers think about Jesus.

The teachers are thinking about Jesus.

---

2. The teachers sit and listen.

---

3. God forgives sin.

---

## UNIT 5, LESSON 2

4. Who knows what they think?

---

5. The man says, "Get up."

---

6. The girl gets up.

---

7. The paralyzed man picks up his mat.

---

8. He walks.

---

9. The teacher proves he has authority.

---

10. Ann watches the paralyzed man walk.

---

**B. Make these sentences in present continuous negative. To form the negative place *not* after the verb *to be*.**

1. The teachers are sitting alone.

The teachers are not sitting alone. The teachers aren't sitting alone.

2. Tom is talking to the crowd.

---

3. The crowd is talking.

---

4. The man is walking.

---

5. The crowd is watching the man leave.

---

**C. To form a question with the present continuous, place the verb *to be* (or the auxiliary verb) at the beginning of the sentence.**

Change these sentences into questions. Answer the questions with a short yes/no answer.

Example:

People are coming to hear him.

Are people coming to hear him?

Yes, they are.

1. Four men are arriving with a sick man.

---

2. They are making a hole in the roof.

---

3. They are letting the man down from the roof.

---

4. The teachers are thinking about blasphemy.

---

## UNIT 5, LESSON 2

D. Use *there is (there's)* before a singular noun, and *there are (there're)* before a plural noun. Circle the correct verb form.

1. There (is, are) crowds listening to him.
2. There (is, are) teachers of the Law in the room.
3. There (is, are) a sick man.
4. There (is, are) four men on the roof.
5. There (is, are) a hole in the roof.
6. There (is, are) forgiveness for sins.
7. There (is, are) healing for a paralyzed man.
8. There (is, are) praise to God.
9. There (is, are) help for the man.
10. There (is, are) a man who was forgiven and healed.

E. To form the negative, place *not* after the verb. Often English uses a contraction for the negative, especially in conversation.

There is not.	There isn't.	There's not.
There are not.	There aren't.	There're not.

Make these sentences negative. Use both forms.

1. There is room for a sick man.

There isn't room for a sick man.

There's not room for a sick man.

2. There are many disciples.

---



---

3. There is a teacher of the Law listening to him preach.

---



---

4. There is proof that Zebedee likes to fish.

---



---

5. There are many happy people in the room.

---



---

**F. To form a question, place the verb before the word *there*.**

There is.      Is there?

Change these sentences to questions.

1. There is a healed person in Capernaum.

Is there a healed person in Capernaum?

2. There are excited people in Capernaum.

---



---

3. There are four disciples with him.

---



---



# UNIT 5, LESSON 2

3. There are four disciples with him.

---

4. There is a crowd listening.

---

5. There is a hole in the roof.

---

6. There are teachers who listen to him.

---

## VI. PRONUNCIATION

**t /t/**—voiceless

<b>Initial</b>	<b>Median</b>	<b>Final</b>	<b>Pronounce Contractions (one syllable)</b>
to	letter	it	I'm
teach	hurting	but	you're
tell	starting	bat	he's
tip	sitting	get	she's
toe	petted	at	it's
tap	little	what	we're
take	bottle	mat	you're
time	waiting	went	they're

Practice with short vowels plus /t/ and /f/.

ta te ti to tu  
fa fe fi fo fu

## V. WRITING

Using the present continuous, write five sentences about what you are doing now.

Example: I am talking on the telephone.

While she is talking, I am listening.

As I listen I am looking out the window.

I am not sitting.

I am standing.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## VI. MEMORY VERSE

“Whoever does not receive the Kingdom of God like a child will never enter it.”

Mark 10:15, GNB

## VII. HOMEWORK

### A. Change these verbs to present continuous questions.

- |                   |                             |
|-------------------|-----------------------------|
| 1. He amazes.     | <u>Is he amazing?</u> _____ |
| 2. She gets.      | _____                       |
| 3. We watch.      | _____                       |
| 4. They complete. | _____                       |
| 5. He carries.    | _____                       |

## UNIT 5, LESSON 2

### B. Change these verbs to negative present continuous.

1. I look I'm not looking.
2. He catches. \_\_\_\_\_
3. She goes. \_\_\_\_\_
4. We have. \_\_\_\_\_
5. They come. \_\_\_\_\_

### C. Make these sentences plural.

1. This child has a book. \_\_\_\_\_
2. This house is too small. \_\_\_\_\_
3. That man carried a friend. \_\_\_\_\_
4. That town is where Jesus preached. \_\_\_\_\_

### D. Use the correct possessive pronoun in the sentence.

Example: This is his boat.

1. Simon said, "This is \_\_\_\_\_ house, and \_\_\_\_\_ wife is home."
2. John asked Simon, "May I see \_\_\_\_\_ boat?"
3. They carried \_\_\_\_\_ friend to Jesus.
4. James said it was \_\_\_\_\_ boat.
5. Jesus taught God's Word and \_\_\_\_\_ message.
6. The crowd talked about \_\_\_\_\_ miracle.

# Unit 5, Lesson 3

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

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

Mark 2:8-12, GNB



Simon



Andrew



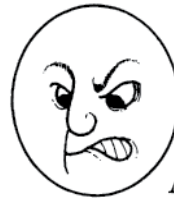
John



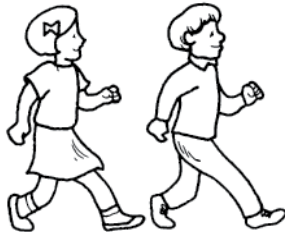
To make fun of  
To laugh at



Happy



Angry



Leader



Law



To judge

# UNIT 5. LESSON 3

## A. Dialogue

SIMON: Who are these men?

ANDREW: They are religious leaders and teachers. They are experts on God's laws. They look for false teachers of God's laws.

SIMON: Is that why they come to hear Jesus? Do they think He is a false teacher? Do they think Jesus makes fun of God? Do they think Jesus does not have God's authority?

ANDREW: We know God gave Jesus power to heal and to forgive. The religious leaders and teachers want to see what Jesus does so they can judge Him. They want to see if He is a false teacher. They want to know if Jesus makes fun of God.

JOHN: They look angry. They do not look happy.

SIMON: These religious men doubt Jesus has God's authority. They think Jesus may be a false teacher. They think they can judge Jesus.

JOHN: We believe Jesus has God's power. He teaches and heals and forgives with God's power.

## B. Core Sentences

1. They are religious leaders.
2. They teach people the laws of God.
3. They think they have the authority of God.
4. They come to judge Jesus.
5. They think what Jesus says is blasphemy.
6. They do not believe Jesus can forgive sins.
7. Only God can forgive sins.
8. They do not think Jesus is God's Son.
9. The teachers doubt.
10. The disciples believe.

## C. Reading Comprehension Questions

1. Who is Jesus?
2. Who doubts Jesus?
3. What does Jesus do for the paralyzed man?
4. Why do the teachers of the Law doubt Jesus?
5. What is blasphemy?
6. What do the teachers of the Law want to see?

## II. VOCABULARY

Nouns	Verbs	Adjectives	Buzz Words
believer expert leader power religion will word	believe, believed doubt, doubted judge, judged lead, led make fun of, made fun of obey, obeyed	angry powerful religious	almost around even

### A. Action Verbs

1. **to believe, believed:** to think something is true or real.
  - a. I **believe** Jesus is the Son of God.
  - b. Little by little the crowd **is believ-**  
**ing** in Jesus.
  - c. **Are** the teachers of the Law **believ-**  
**ing** that God gave Jesus authority?
  - d. The paralyzed man **isn't believing**  
anything against Jesus.
  - e. The disciples **believed** in Jesus.



## UNIT 5, LESSON 3

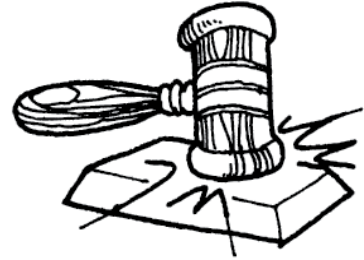
2. **to doubt, doubted:** to not believe, not be sure.

- The religious leaders **doubt** the authority of Jesus.
- I **am doubting** what you are saying.
- The paralyzed man **isn't doubting** God.
- First he **doubted**, but now he believes.



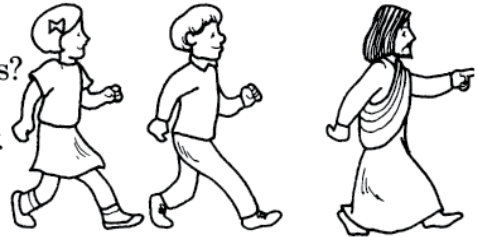
3. **to judge, judged:** to decide how good a thing is; to form an opinion about. A person hears and decides.

- He **judges** the paralyzed man.
- Are you judging** other people?
- Mary and Ruth **aren't judging** their friend.
- The teachers of the Law **judged** Jesus when he forgave sins.



4. **to lead, led (leading):** to show the way by going along with.

- Where he **leads** me, I will follow.
- Our preacher **is leading** people to God.
- Are you leading** your family to know Jesus?
- They **aren't leading** people to Jesus.
- Peter **led** the way to Capernaum yesterday.



5. **to make fun of:** to laugh at; ridicule.

- Some people **make fun of** others.
- Are you making fun of** a paralyzed man?
- No, he **isn't making fun of** sick people.
- Jesus **made fun of** no man.





6. **to obey, obeyed:** to do what one is told.
- I **obey** my mother.
  - Is **obeying** the law important?
  - Aren't** you **obeying** the law?
  - The paralyzed man **obeyed** Jesus.



## B. Nouns

1. **believer:** one who believes in something or someone.



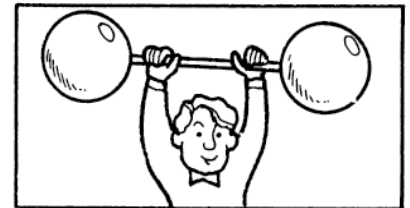
2. **expert:** a person who has much skill or who knows a great deal about a special thing.



3. **leader:** a person who leads.



4. **power:** strength; might; authority; control.



5. **religion:** belief in God or gods.

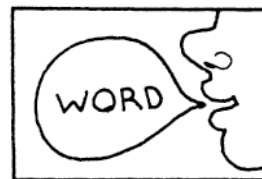


6. **will:** the power of the mind to decide and do; purpose.



# UNIT 5, LESSON 3

7. **word:** sound that has meaning; a command, order; the Bible, or Holy Word of God.



## C. Fill in the blank with the correct noun.

1. Jesus has the authority and \_\_\_\_\_ of God.
2. The paralyzed man is now a \_\_\_\_\_ in the power of God.
3. What is God's \_\_\_\_\_ for your life?
4. If I do not believe, then I \_\_\_\_\_.
5. What is your \_\_\_\_\_?
6. A \_\_\_\_\_ is one who goes first.
7. An \_\_\_\_\_ has skill and knows much.
8. I read the Bible because it is the \_\_\_\_\_ of God.

## D. Change the meaning of the sentence by adding the word *almost*.

Example: We are \_\_\_\_\_ at Simon's house.

We are \_\_\_\_\_ almost \_\_\_\_\_ at Simon's house.

1. Look! John is \_\_\_\_\_ here.
2. The room is \_\_\_\_\_ filled with people.
3. Sam is \_\_\_\_\_ finished preaching.
4. The teachers of the Law are \_\_\_\_\_ angry.
5. I am \_\_\_\_\_ home.

**E. Use the correct word in the sentence: *leader, expert, authority, to lead.***

1. The teachers of the Law were \_\_\_\_\_ in God's word.
2. Jesus was the \_\_\_\_\_ of the disciples.
3. People listen when an \_\_\_\_\_ talks.
4. God gave Jesus \_\_\_\_\_ to forgive sins.
5. Andrew \_\_\_\_\_ people to God.

**F. Learn these opposites:**

1. to believe .....to doubt
2. to obey.....to disobey
3. leader .....follower
4. happy .....unhappy/sad
5. false.....true

**G. Use the correct form of the word that makes sense in the following sentences: *to believe, to doubt.***

1. The religious leaders \_\_\_\_\_ Jesus.
2. Simon \_\_\_\_\_ in Jesus.
3. The paralyzed man was healed and he \_\_\_\_\_ in Jesus.
4. The paralyzed man did not \_\_\_\_\_ Jesus.
5. The four men \_\_\_\_\_ Jesus could heal their friend.

**H. Use these words correctly: *follower, leader, obey, disobey.***

1. Jesus was a \_\_\_\_\_.
2. He \_\_\_\_\_ God.
3. Simon and Andrew were \_\_\_\_\_ of Jesus.

# UNIT 5, LESSON 3

4. The teachers of the Law were religious \_\_\_\_\_.

5. If you do not obey, you \_\_\_\_\_.

## I. Vocabulary Expansion—fill in the blanks using the following words:

**to judge:** verb—to hear and decide.

**to make fun of:** verb—to ridicule; to laugh at.

1. The teachers of the Law came to \_\_\_\_\_ Jesus.

2. Many people \_\_\_\_\_ the first airplane.

3. I do not know enough about the man to \_\_\_\_\_ him.

## III. GRAMMAR AND DRILL

### A. Change the following adjectives to the comparative. Add *than*.

- |          |       |       |
|----------|-------|-------|
| 1. angry | _____ | _____ |
| 2. happy | _____ | _____ |
| 3. easy  | _____ | _____ |
| 4. hard  | _____ | _____ |
| 5. great | _____ | _____ |
| 6. small | _____ | _____ |
| 7. large | _____ | _____ |
| 8. fast  | _____ | _____ |
| 9. slow  | _____ | _____ |
| 10. sick | _____ | _____ |

**B. *Religious, powerful, and doubtful* have two or more syllables. Change them to comparatives. Add *than*.**

Example:

	beautiful	more _____	beautiful _____	than _____
1.	religious	_____	_____	_____
2.	doubtful	_____	_____	_____
3.	powerful	_____	_____	_____
4.	amazed	_____	_____	_____
5.	different	_____	_____	_____

**C. Prepositions. Use the correct preposition: *along, in, at, around, by, before, to*.**

1. Jesus preached \_\_\_\_\_ the religious leaders.
2. Jesus was \_\_\_\_\_ Capernaum.
3. The disciples were not \_\_\_\_\_ themselves.
4. Jesus walked \_\_\_\_\_ the shore.
5. I am happy \_\_\_\_\_ church.
6. I walked \_\_\_\_\_ the room.
7. He prayed \_\_\_\_\_ he went to the villages.

## D. Definitions—fill in the blanks with the following words.

**teachers of the Law:** those leaders who read and studied God's Law.

**religious leaders:** experts who tried to teach the people God's Law.

**leader:** one who leads people.

**expert:** people who know much about one thing.

**power:** strength, might, authority, ability to act.

1. The \_\_\_\_\_ knew about Jesus.  
They wanted to see if he could heal.
2. These \_\_\_\_\_ thought they were \_\_\_\_\_ about God.
3. They wanted to be the \_\_\_\_\_ of all the people.
4. Jesus had \_\_\_\_\_ to forgive and to heal.

## IV. SEQUENCE

Tell the story in your own words.

## V. ADAPTATION QUESTIONS

1. Would you stand in line to buy tickets to see a famous person?
2. Tell about helping a very sick person.
3. Tell about someone you know who was healed by medicine or by a miracle.
4. Tell about someone you know who wants to be healed.
5. When have you been amazed at the power of God?

## VI. PRONUNCIATION

**d /d/** voiced

Initial	Median	Final
do	window	mad
day	today	rid
down	under	crowd
does	sending	made
dare		had
		said

dam—tam

dab—tab

dock—tock

dot—tot

den—ten

dell—tell

dub—tub

duck—tuck

dim—tim

dip—tip

## VII. WRITING

Write three **statements** about the story. Write three **questions** about the story.

## VIII. MEMORY VERSE

“Jesus answered them, ‘Have faith in God.’”

Mark 11: 22, GNB



## Unit 5, Practice Exercises

### I. Exercises

A. **Capitalization: days, months, languages, nationalities, and names of people and places begin with a capital letter. *The Law of the Bible* requires a capital letter. *Bible, Jesus, and God* are capitalized. The pronoun *He* when used for God and Jesus is often capitalized.**

B. **Capitalize the following paragraph.**

jesus came to capernaum. many people crowded into the room to listen to him. some teachers of the law came. they listened and thought jesus blasphemed god. but jesus showed he had god's power. they were amazed.

C. **Use the correct reflexive pronouns (*myself, ourselves, yourself, etc.*).**

1. Jesus and his disciples walked by \_\_\_\_\_.
2. The paralyzed man walked home by \_\_\_\_\_.
3. The teachers of the Law said, "We are amazed at \_\_\_\_\_."
4. John said, "I \_\_\_\_\_ believe in Jesus."
5. You must think about God \_\_\_\_\_.

D. **Change the verbs to the present continuous and the past tense.**

- |               |                      |                |
|---------------|----------------------|----------------|
| 1. We forgive | <u>are forgiving</u> | <u>forgave</u> |
| 2. We make    | _____                | _____          |
| 3. We think   | _____                | _____          |
| 4. We judge   | _____                | _____          |
| 5. We doubt   | _____                | _____          |
| 6. We believe | _____                | _____          |

## UNIT 5, PRACTICE EXERCISES

7. We obey \_\_\_\_\_
8. We spread \_\_\_\_\_
9. We make fun of \_\_\_\_\_

### E. Write the comparative forms of the adjective—(*happier than*).

1. People who believe Jesus are \_\_\_\_\_ those who doubt. (happy)
2. The paralyzed man was \_\_\_\_\_ the others when he was healed. (excited)
3. The teachers of the Law thought they were \_\_\_\_\_ most people. (religious)
4. They were \_\_\_\_\_ the other people who listened. (doubtful)

### F. Make the following sentences negative.

Example:

The boat is out in the lake.

The boat isn't out in the lake.

1. The teachers are making fun of him.  
\_\_\_\_\_
2. He is angry at the men for making a hole in the roof.  
\_\_\_\_\_
3. Simon is doubting Andrew.  
\_\_\_\_\_

# UNIT 5, PRACTICE EXERCISES

4. This is amazing!

---

5. The four men are carrying their friend home.

---

## G. Write the opposite of the following words.

1. happy \_\_\_\_\_

2. obey \_\_\_\_\_

3. leader \_\_\_\_\_

4. doubt \_\_\_\_\_

5. light \_\_\_\_\_

6. true \_\_\_\_\_

## H. Form contractions with these words (*was not, wasn't*).

1. is not \_\_\_\_\_

2. are not \_\_\_\_\_

3. am not \_\_\_\_\_

4. there is \_\_\_\_\_

5. there is not \_\_\_\_\_

## I. Circle the prepositional phrases in the following sentences.

1. The people of the town gathered in front of the house.

2. He went out of town to a lonely place.

3. He traveled over Galilee, preaching in the synagogues.

4. Jesus taught with authority.

# UNIT 5, PRACTICE EXERCISES

## II. NEW VOCABULARY, UNIT 5

Verbs			
to amaze, amazed to believe, believed to complete, completed to doubt, doubted to get, got to heal, healed to hurry, hurried to judge, judged		to know, knew to lead, led to make fun of, made fun of to obey, obeyed to pick (up), picked (up) to praise, praised to prove, proved to watch, watched	
Noun	Adjectives	Adverbs	Buzz Words
authority believer doubt earth expert leader miracle power religion will word	all angry critical doubtful easy powerful religious	completely there	almost around at once even or so then while

# UNIT 5, PRACTICE EXERCISES

## III. RELATED WORDS

### A. Pronounce these words.

	<b>Adjective</b>	<b>Noun</b>	<b>Verb</b>	<b>Adverb</b>
1.	believable	believer	to believe	
2.			to complete	completely
3.	doubtful	doubter	to doubt	doubtfully
4.		leader	to lead	
5.	obedient		to obey	obediently
6.	powerful	power		powerfully
7.	religious	religion		

### B. Using the list above write in the blanks the correct part of speech of words in dark print.

- \_\_\_\_\_ The girls **believe** Jesus is their friend.  
\_\_\_\_\_ When Jesus heals the man, He makes the power of God **believable**.  
\_\_\_\_\_ The paralyzed man became a **believer**.  
\_\_\_\_\_ I **believe** him.
- \_\_\_\_\_ He **completes** his work quickly.  
\_\_\_\_\_ I am **completely** finished.
- \_\_\_\_\_ He is a **doubtful** man.  
\_\_\_\_\_ The **doubter** asked many questions.  
\_\_\_\_\_ Simon did not **doubt** Jesus.  
\_\_\_\_\_ The leaders looked **doubtfully** around the crowded room.

## UNIT 5, PRACTICE EXERCISES

4. \_\_\_\_\_ The religious **leader** spoke.  
\_\_\_\_\_ The teacher **leads** the class to learn English.
5. \_\_\_\_\_ The **obedient** man picked up his mat.  
\_\_\_\_\_ She **obeys** the will of God.  
\_\_\_\_\_ The healed man went home **obediently**.
6. \_\_\_\_\_ The **power** of God is in Jesus' disciples.  
\_\_\_\_\_ He is a **powerful** leader.  
\_\_\_\_\_ The wind blew **powerfully** on the lake.
7. \_\_\_\_\_ The **religious** leader doubted Jesus.  
\_\_\_\_\_ I study **religion** when I study the Bible.

### IV. A DEEPER LOOK

1. Why were the religious leaders critical of Jesus?
2. Why would four men go to so much trouble for a paralyzed man?
3. Explain why blasphemy is so bad. (Lev. 24:16)
4. Why is it so difficult for people to have faith in God?
5. Do you know someone with great faith? Describe him.





# Unit 6, Lesson 1

I. Jesus went back again to the shore of Lake Galilee. A crowd came to him, and he started teaching them. As he walked along, he saw a tax collector, Levi son of Alphaeus, sitting in his office. Jesus said to him, "Follow me." Levi got up and followed him.

Later on Jesus was having a meal in Levi's house. A large number of tax collectors and other outcasts was following Jesus, and many of them joined him and his disciples at the table. Some teachers of the Law, who were Pharisees, saw that Jesus was eating with these outcasts and tax collectors, so they asked his disciples, "Why does he eat with such people?"

Jesus heard them and answered, "People who are well do not need a doctor, but only those who are sick. I have not come to call respectable people, but outcasts."

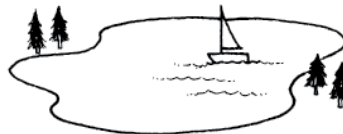
Mark 2:13-17, GNB



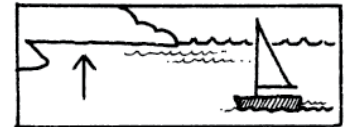
Jesus



see, saw



Lake Galilee



shore



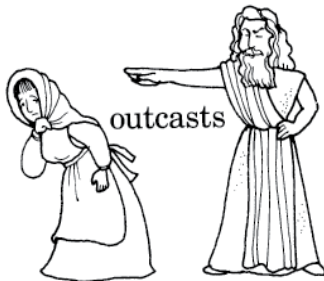
join, joined



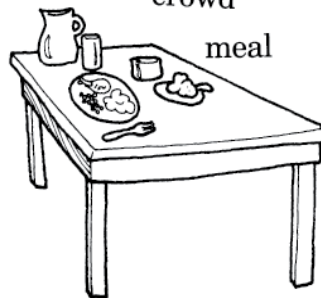
crowd



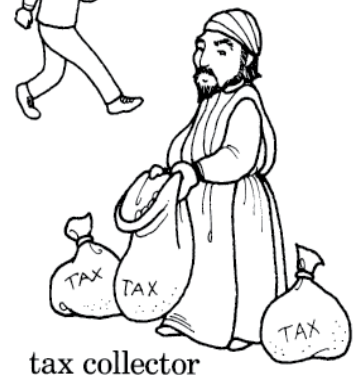
walk, walked



outcasts



meal



tax collector

# UNIT 6, LESSON 1

## A. Dialogue

MARY: Where have you been?

SAUL: At the shore. Jesus was teaching again today.

MARY: Hurry! We'll be late. Levi is having dinner at his house.

SAUL: Yes. Everyone is coming, even the Teacher. Levi did not think He was coming.

MARY: The Teacher is a good man. Why would He eat with bad people like us?

SAUL: The Teacher loves everyone. Let's hurry so we won't be late.

## B. Core Sentences

1. Jesus went to Lake Galilee.
2. He taught many people.
3. He walked along the shore.
4. He saw a tax collector.
5. The tax collector was in his office.
6. Jesus talked to him.
7. The tax collector followed Him.
8. Jesus went to eat with the tax collectors.
9. Levi had many people in his house.
10. Tax collectors wanted money.
11. Tax collectors were outcasts.
12. The teachers of the Law saw Jesus.
13. Why does Jesus eat with outcasts?
14. Jesus came to help everyone.

## C. Reading Comprehension Questions

1. Where was Jesus?
2. Where was Levi?
3. Where did they eat?
4. Who came to eat with Levi?
5. Who walked along the shore?
6. What did Jesus say to the tax collector?
7. What did a tax collector want?
8. Did people like tax collectors?
9. Who was an outcast?
10. Who saw Jesus with outcasts?

## II. VOCABULARY

Nouns	Verbs	Adjectives	Buzz Words
collector doctor meal money outcast Pharisee table	to eat, ate to follow, followed to go back, went back to hear, heard to join, joined to like, liked to return, returned to start, started	large other only	again later (on) such

### A. Action Verbs

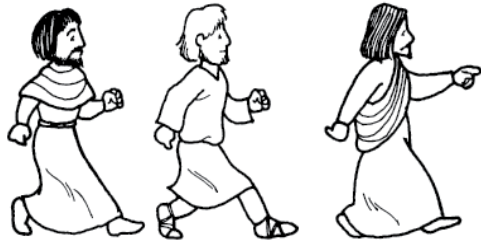
1. **to eat, ate:** to chew and swallow food.  
To have a meal.
  - a. Levi **eats** every day.
  - b. Levi **is eating** with friends.
  - c. Jesus **ate** at Levi's house.
  - d. **Do** you **eat** at your friend's house?
  - e. **Does** he **eat** too much?



# UNIT 6. LESSON 1

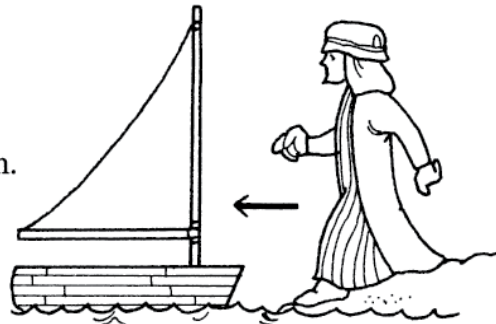
2. **to follow, followed:** to go or come after.

- Night **follows** day.
- The disciples **are following** Jesus.
- Levi also **followed** Jesus.
- Do** Peter and John **follow** Jesus?
- Does** the crowd **follow** Him?



3. **to go back, went back:** to return.

- He **goes back** to Lake Galilee.
- The crowd **is going back** to find Him.
- Andrew **went back** to the boat.
- Do** you **go back** home every day?
- Does** he **go back** to pray?



4. **to hear, heard:** to take in a sound; to listen.

- James **hears** God's call.
- Ruth **is hearing** the crowd outside.
- The Pharisees **heard** Jesus teach.
- Do** you **hear** well?
- Does** Levi **hear** the poor people?



5. **to join, joined:** to bring or put together, to meet or unite with.

- The man **joins** the crowd as they walk along the lake.
- I **am joining** my friends at the table.
- Jesus **joined** the outcasts to eat at Levi's house.
- Do** the Pharisees **join** Jesus at Levi's house?
- Does** he **join** Jesus' disciples?



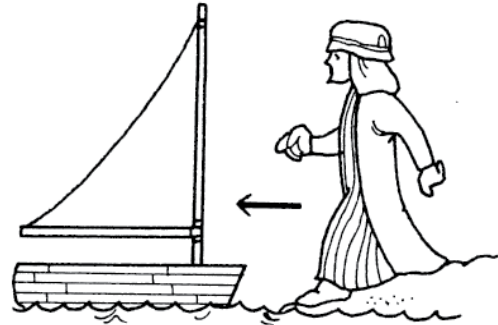
6. **to like, liked:** to be pleased with something or someone.

- He **likes** his new friends.
- John **is liking** his new boat.
- He **liked** to be with his friends.
- Do you like** to study English?
- Does** your sister **like** ice cream?



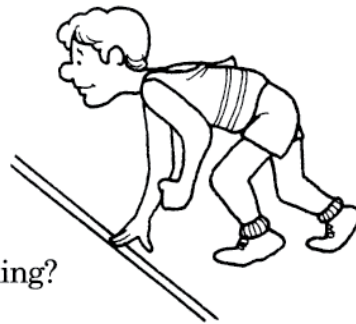
7. **to return, returned:** to bring back.

- He **returns** to Lake Galilee.
- The crowd **is returning** home.
- Joannah **returned** to her friends.
- Do you return** to class each week?
- Does** your friend **return** to the boat?



8. **to start, started:** to begin; to begin to move or to go.

- You **start** first, then I will start.
- John **is starting** to talk to Simon.
- He **started** teaching the people.
- Do you start** at 6 o'clock in the morning?
- Does** the class **start** on time?



## B. Nouns

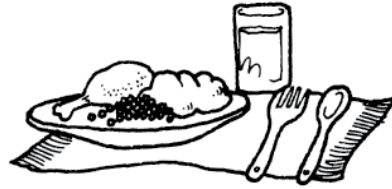
1. **collector:** a person hired to collect money.

2. **doctor:** a person who knows how to treat the sick.



# UNIT 6, LESSON 1

3. **meal:** one of the regular daily times of eating (breakfast, lunch, or dinner).



4. **money:** current coin, gold, silver, or other metals used in buying and selling.



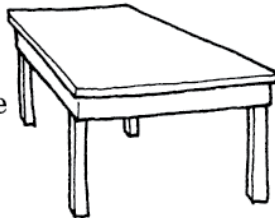
5. **outcast:** a person thrown out or pushed out from home and friends.



6. **Pharisee:** a teacher of the Law in the time of Jesus who carefully obeyed the laws of religion.



7. **table:** a piece of furniture with a smooth, flat top and legs.



8. **tax:** money paid by people to the government.



## C. Fill in the blanks with the correct words from the list of nouns.

1. Levi was a \_\_\_\_\_ collector.
2. A \_\_\_\_\_ helps sick people.
3. My books are on the \_\_\_\_\_.



4. Levi was an \_\_\_\_\_ from his religion.
5. The \_\_\_\_\_ never ate with tax collectors and people who were not religious.
6. What time do you eat your evening \_\_\_\_\_?
7. The man pays \_\_\_\_\_ for the loaves.
8. In America, the people pay \_\_\_\_\_.

### III. GRAMMAR AND DRILL

#### A. Short answers: affirmative means *yes*, negative means *no*. Answer the questions using short answers.

Examples:

Is Jesus coming to Lake Galilee? (Affirmative)    Yes, He is.

Are the disciples in Capernaum? (Negative)    No, they aren't.

Are there many people?    Yes, there are.

1. Are the teachers of the Law helping Jesus? \_\_\_\_\_
2. Is Levi following Jesus? \_\_\_\_\_
3. Are the tax collectors outcasts? \_\_\_\_\_
4. Is there a crowd? \_\_\_\_\_
5. Is it time to eat? \_\_\_\_\_
6. Are you at home? \_\_\_\_\_
7. Are they in class? \_\_\_\_\_

# UNIT 6, LESSON 1

## B. Asking and answering questions. Using the present continuous, answer the question "What are you doing?"

Example:

- What are you doing? (eat) I am eating a meal.
1. What are you doing? (return) \_\_\_\_\_
2. What are you doing? (start) \_\_\_\_\_
3. What are you doing? (follow) \_\_\_\_\_
4. What are you doing? (hear) \_\_\_\_\_
5. What are you doing? (join) \_\_\_\_\_

## IV. PRONUNCIATION

**k /k/**—voiceless or **c /k/**—voiceless

Initial	Medial	Final
kick	pocket	walk
keg	because	look
kite	coca-cola	back
cup	ticket	lake
can	Waco	neck
cot	bacon	tick-tock

The /k/ sound is written with a **k** or a **c**.

cap   keg   kit



## V. WRITING: An invitation

Example:

15 Lake Drive  
Atlanta, Georgia 06181  
January 10, 1990

Dear Sam:

A few friends are coming to my house for dinner Saturday night. Can you join us? We shall be eating at six. After we eat we shall play games and talk. I hope you can come.

Sincerely,

James

Write an invitation to Ellen to come to Bible study at your teacher's home. Give the teacher's name, street address, time, and day of meeting. Ask Ellen to bring her Bible. Tell her the study will last for one hour, but people often stay to talk.

## VI. MEMORY VERSE

"My grace is all you need; for my power is greatest when you are weak."

2 Corinthians 12:9, GNB

## VII. HOMEWORK

### A. Give short answers to these questions.

1. Is Simon in his boat? No, he isn't.
2. Are James and John brothers? \_\_\_\_\_
3. Are the disciples eating with Levi? \_\_\_\_\_

# UNIT 6, LESSON 1

4. Is the tax collector cheating the people? \_\_\_\_\_
5. Is Levi a tax collector? \_\_\_\_\_

## B. Make statements, questions, and negative statements with these verbs.

base form	statements	question	negative
1. he eats	<u>He is eating.</u>	<u>Is he eating?</u>	<u>He isn't eating.</u>
2. he starts	_____	_____	_____
3. he hears	_____	_____	_____
4. he follows	_____	_____	_____
5. he joins	_____	_____	_____

## C. Change these sentences to third person singular, present tense.

1. I eat a meal. He eats a meal
2. I return today. \_\_\_\_\_
3. I follow the crowd. \_\_\_\_\_
4. I like to walk by Lake Galilee. \_\_\_\_\_
5. I join the disciples. \_\_\_\_\_
6. I hear about the teacher. \_\_\_\_\_

## D. Circle the prepositional phrases.

1. Jesus ate a meal in Levi's house.
2. He was with many tax collectors.
3. Jesus walked along the road.
4. Levi was at home.
5. A large number of tax collectors joined him at the table.

# Unit 6, Lesson 2

- I. Jesus went back again to the shore of Lake Galilee. A crowd came to him, and he started teaching them. As he walked along, he saw a tax collector, Levi son of Alphaeus, sitting in his office. Jesus said to him, "Follow me." Levi got up and followed him.

Later on Jesus was having a meal in Levi's house. A large number of tax collectors and other outcasts was following Jesus, and many of them joined him and his disciples at the table. Some teachers of the Law, who were Pharisees, saw that Jesus was eating with these outcasts and tax collectors, so they asked his disciples, "Why does he eat with such people?"

Jesus heard them and answered, "People who are well do not need a doctor, but only those who are sick. I have not come to call respectable people, but outcasts."

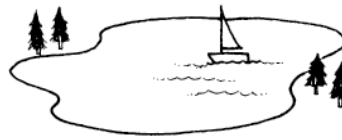
Mark 2:13-17, GNB



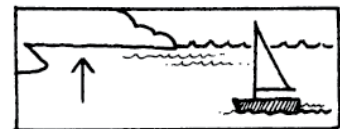
Jesus



see, saw



Lake Galilee



shore



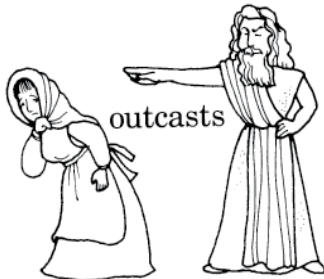
join, joined



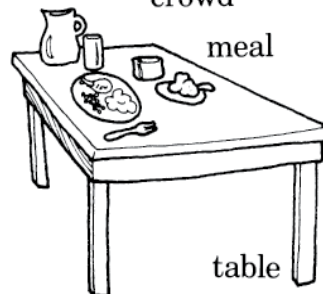
crowd



walk, walked

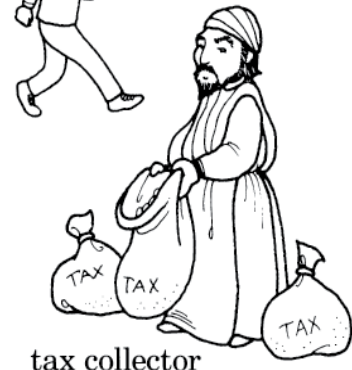


outcasts



meal

table



tax collector

# UNIT 6, LESSON 2

## A. Dialogue

- PHARISEE #1: Simon. John. Come and talk with us.
- PHARISEE #2: Why is your Teacher eating with these people? They are outcasts. They are not respectable people.
- SIMON: He loves all people, not just respectable ones. He enjoys having a good time with good food.
- PHARISEE #2: It is bad to be with these people. This makes the Teacher look like an outcast, too.
- JOHN: He said, "People who are well do not need a doctor, but only those who are sick. I have not come to call respectable people, but outcasts."
- LEVI: You are welcome to join us.
- PHARISEE #1: No, thanks. We must go now. We can't be seen with outcasts.

## B. Reading Comprehension Questions

1. Where did Jesus eat that day?
2. How many tax collectors were there?
3. Are teachers of the Law outcasts?
4. Who joined Jesus and the disciples at the table?
5. Who saw Jesus eating with the outcasts?
6. Do the Pharisees like the tax collectors and outcasts?
7. Why not?
8. Who overheard the Pharisees and the disciples talking?
9. Who needs a doctor?
10. Who has Jesus come to help?

## II. VOCABULARY

### A. Buzz Word Practice

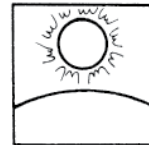
1. **again:** another time, once more.
  - a. Jesus came **again** to Lake Galilee.
  - b. He answered me **again**.
  - c. The people came **again**.



2. **only:** by themselves or itself, and no one else.
  - a. **Only** one person talked to her.
  - b. **Only** God has power to save.
  - c. He saw **only** the crowd and nothing else.
  - d. **Only** those who are sick need a doctor.



3. **later (on):** more late, in the future.
  - a. **Later on** the Pharisees talked about Jesus.
  - b. **Later on** that day, Jesus ate with Levi.
  - c. I'll return **later**.



4. **such:** of that kind.
  - a. Jesus ate with **such** outcasts.
  - b. **Such** people need God.
  - c. He ask **such** questions!



Fill in the blanks using the buzz words **again**, **later (on)**, **only**, **such**.

1. Please come to class \_\_\_\_\_.
2. They went back \_\_\_\_\_ to the shore of Lake Galilee.
3. I'll talk to him \_\_\_\_\_ about returning to class.
4. He is \_\_\_\_\_ two years old.

## UNIT 6, LESSON 2

5. He is \_\_\_\_\_ a good friend.
6. I need \_\_\_\_\_ one dollar.
7. They are bad. Don't be friends with \_\_\_\_\_ people.
8. I'll do my homework \_\_\_\_\_.

### B. **Opposites—learn these opposites.**

early ..... late  
outcast ..... respectable  
many ..... few  
well ..... sick

Fill in the blanks with the correct *opposite*.

1. Simon was early, but we came \_\_\_\_\_.
2. Jesus loved respectable people and \_\_\_\_\_.
3. Many people followed Jesus, but \_\_\_\_\_ listened.
4. If you are not well, then you are \_\_\_\_\_.

### III. GRAMMAR AND DRILL

#### A. **Comparative degree of adjectives: review the words and fill in the blanks.**

dark ..... darker than  
light ..... lighter than  
early ..... earlier than  
late ..... later than  
happy ..... happier than

1. Simon came \_\_\_\_\_ Jesus.
2. The outcasts were \_\_\_\_\_ the Pharisees to see Jesus.
3. Tonight is \_\_\_\_\_ last night.
4. The morning is \_\_\_\_\_ the evening.

- B. Question words are often used with present tense questions. The question word is placed first in the sentence. It is followed by the auxiliary verb (*do/does*). Study the examples, then change the following statements to questions.**

Examples: Whom does Simon Peter follow?  
 Where do they go next?  
 When does Sam preach?

1. The tax collectors start early. (when)

When do the tax collectors start?  
 \_\_\_\_\_

2. We eat meals with friends. (when)

\_\_\_\_\_

3. You hear Tom speak. (when)

\_\_\_\_\_

4. They cheat the people. (how)

\_\_\_\_\_

5. The teachers listen to him. (how)

\_\_\_\_\_

- C. Remember, in the present tense, third person singular adds an *s* or an *es*. With *any* auxiliary verb (*do/does*), the verb *always* requires the base form.**

Examples: Jesus teaches the woman.  
 Does Jesus teach the woman?

1. Use the correct form of the verb in the following statements. Make a question using ***do, does***.

a. Simon \_\_\_\_\_ Jesus. (obey)

b. Levi \_\_\_\_\_ to the disciples. (listen)

c. John \_\_\_\_\_ Levi is a good man. (doubt)

d. Jesus \_\_\_\_\_ all the people. (help)

e. Levi \_\_\_\_\_ Jesus. (follow)



## UNIT 6, LESSON 2

2. Change the statements into questions. Use the question words in parentheses.

a. John goes to Lake Galilee. (when)

When does John go to Lake Galilee?

---

b. He teaches many people. (how many)

---

c. She sees a tax collector. (who)

---

d. Levi has many people in his house. (how many)

---

e. The teacher asks the disciples about Levi. (what)

---

### D. Change the noun subject to the correct personal pronoun.

Example: Sam preaches to the crowd.  
He preaches to the crowd.

1. The tax collectors take too much money from the people.

---

2. Simon and I follow the crowd.

---

3. The teachers of the Law doubted Jesus.

---

4. Andrew listens to the people.

---

5. The woman believes Jesus.

---

E. **“Let’s go” is frequently used with an informal invitation.**

Peter said to his brother, **“Let’s go** to Levi’s house.”

A Pharisee said, **“Let’s go** listen to this Teacher and watch Him carefully.”

The prepositions used most often with **“let’s go”** are **to** and **with**.

**Let’s go to** Lake Galilee.

**Let’s go with** the disciples.

**Some responses to “let’s go” invitations.**

To say **yes**:

Yes, I’d like that.

OK.

Thanks. I’ll be ready at 6 o’clock.

Sure. When do we start?

To say **no**:

Perhaps another time.

I can’t go this time; ask me again.

No, thank you.

I’m too busy now. Can we go later?

# UNIT 6, LESSON 2

## IV. PRONUNCIATION

**g /g/** voiced

Initial	Medial	Final	Minimal Pairs
gum	bigger	leg	come.....gum
go	again	big	call.....gall
Galilee	sugar	bag	pick .....pig
get	begin	dog	cot.....got
got	forget	egg	back.....bag
girl	giggles	jog	

Contrast the consonants:

ka ga ke ge ki gi ko go ku gu

## V. WRITING

You've been invited for coffee. Write a note to say you cannot come.

Example:

January 20, 1990
Dear _____,
Thank you for the invitation to come for coffee next Tuesday. I am so sorry I cannot come. I have another appointment. Please ask me again.
Sincerely,
( <u>your name</u> )

## VI. MEMORY VERSE

“And then, whoever calls out to the Lord for help will be saved.”

Acts 2:21, GNB

## VII HOMEWORK

### A. Make these verbs into present tense questions.

base form	question (he)	question (when—he)
1. follow	_____	_____
2. return	_____	_____
3. hurry	_____	_____
4. join	_____	_____
5. walk	_____	_____
6. tell	_____	_____

### B. Form the negative in present continuous.

#### Base form

1. eat	She <u>isn't eating</u>	<u>She's not eating</u>
2. return	He _____	_____
3. hear	They _____	_____
4. start	You _____	_____
5. hurry	We _____	_____

## C. Fill in the blank with the correct object pronoun.

Example:

He heals them. (the people)

1. God gave authority to \_\_\_\_\_. (Jesus)
2. Joshua came with \_\_\_\_\_. (Deborah)
3. The disciples talked to \_\_\_\_\_. (the teachers)
4. They gave food to \_\_\_\_\_. (the disciples and me)
5. He walked near \_\_\_\_\_. (the lake)

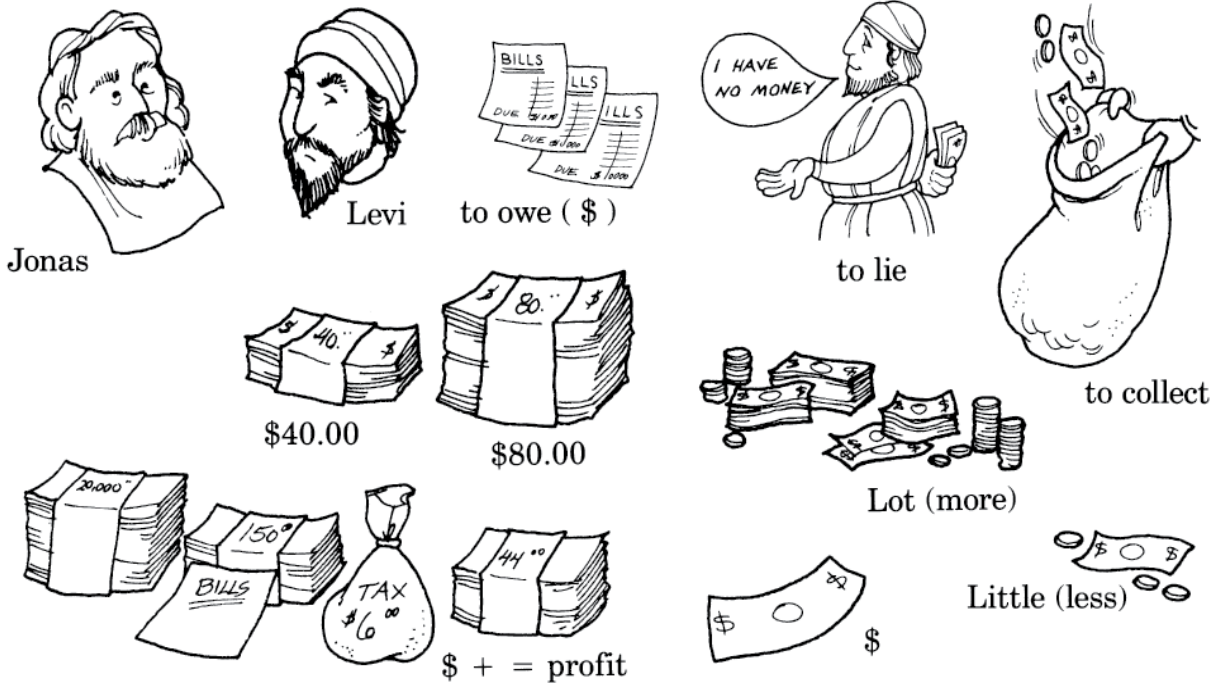
# Unit 6, Lesson 3

I. Jesus went back again to the shore of Lake Galilee. A crowd came to him, and he started teaching them. As he walked along, he saw a tax collector, Levi son of Alphaeus, sitting in his office. Jesus said to him, "Follow me." Levi got up and followed him.

Later on Jesus was having a meal in Levi's house. A large number of tax collectors and other outcasts was following Jesus, and many of them joined him and his disciples at the table. Some teachers of the Law, who were Pharisees, saw that Jesus was eating with these outcasts and tax collectors, so they asked his disciples, "Why does he eat with such people?"

Jesus heard them and answered, "People who are well do not need a doctor, but only those who are sick. I have not come to call respectable people, but outcasts."

Mark 2:13-17, GNB



# UNIT 6, LESSON 3

## A. Dialogue

- BOSS: You must collect \$40.00 from each businessman. I want the money by the end of April.
- TAX COLLECTOR: O.K. I'll do that. It will be hard, but I'll do it. Each man must pay his tax bill.
- \*\*\*\*\*
- TAX COLLECTOR: Jonas, you owe me \$80.00 for taxes.
- JONAS: You lie to me! Last year it was only \$50.00. How much do you pay the government? About \$25.00? You make a lot of profit!
- TAX COLLECTOR: I do not lie. I make only a little profit. Each man must pay his taxes.
- JONAS: You rob all the people! The tax is less. You always want more. Here is my money. You are not a respectable man.

## B. Reading Comprehension Questions

1. What does a tax collector do?
2. Who tells tax collectors how much to collect?
3. How much money does each businessman need to pay?
4. How much does the tax collector ask Jonas to pay?
5. When is the money due?
6. What does Jonas call the tax collector?
7. How much did Jonas pay last year?
8. Does Jonas know how much the Romans tax each person?
9. Who keeps the profit?
10. Is that right?



## II. VOCABULARY

Nouns	Verbs	Opposites
bill businessman liar money profit tax	to collect, collected to lie, lied to owe, owed to pay, paid	easy ..... hard little ..... lot, much more ..... less
Adjective	Auxiliary Verb	Prepositions
each	must	about from

### A. Action Verbs

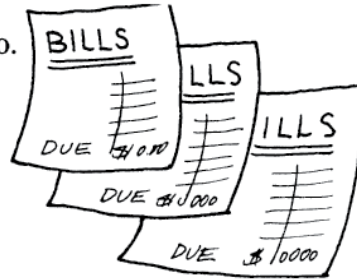
1. **to collect, collected:** to ask and receive payment of bills, debts, or taxes.
  - a. He **collects** the taxes.
  - b. The tax collector **is collecting** money from Jonas.
  - c. The tax men **collected** too much money.
  - d. **Do** the tax men **collect** too much money?
  - e. **Does** he **collect** tax from Jonas?
  
2. **to lie, lied:** to tell what is not true; said to deceive.
  - a. He **lies** to the people when he collects too much money.
  - b. The boy **is lying** to his father.
  - c. He **lied** about the money he made.
  - d. **Do** people **lie** about their taxes?
  - e. **Does** he **lie** about the taxes?



# UNIT 6. LESSON 3

3.. **to owe, owed:** to have to pay, to be in debt to.

- a. Jonas **owes** his taxes.
- b. He **is owing** more money each day.
- c. The businessmen **owed** their taxes.
- d. **Do** you **owe** any money?
- e. **Does** everyone **owe** taxes?



4. **to pay, paid:** to give money for things or for work.

- a. Jonas **pays** his taxes.
- b. The men **are paying** for food.
- c. He **paid** all he owed.
- d. **Do** you **pay** your bills?
- e. **Does** he **pay** taxes or only collect them?



B. **Opposites—fill in the blanks with the correct word.**

easy ..... hard  
little ..... lot, much  
more ..... less

- 1. The tax collector said it was \_\_\_\_\_ to collect taxes. (hard/easy)
- 2. Each man owes a \_\_\_\_\_. The tax collector made him pay a \_\_\_\_\_. (little/lot)
- 3. Last year the tax was \_\_\_\_\_. This year it is \_\_\_\_\_. (more/less)
- 4. A dollar is \_\_\_\_\_ than ten dollars. (more/less)
- 5. Speaking English is \_\_\_\_\_. (easy/hard)
- 6. I know a \_\_\_\_\_ English, but my friend knows a \_\_\_\_\_ of English. (little/lot)

## C. Nouns

1. **bill, bills:** money owed for work done or things bought.
  - a. He owes the **bills**.
  - b. I pay the electric **bill** each month.



2. **businessman:** one who is in a business or who runs a business. A business is buying and selling; a store, a factory, etc.
  - a. Jonas is a **businessman**.
  - b. I buy from **businessmen**.



3. **liar:** a person who says what is not true.
  - a. If the tax collector does not ask for the correct tax, he is a **liar** and a cheat.
  - b. A **liar** speaks what is not true.



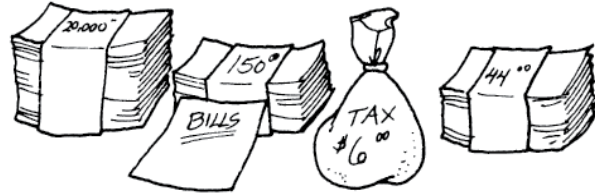
4. **money:** coins of gold, silver or other metal; paper bills that represent these metals. (\$)
  - a. Everyone needs **money** to pay bills.
  - b. The tax collector took more **money** than he should for taxes.



# UNIT 6, LESSON 3

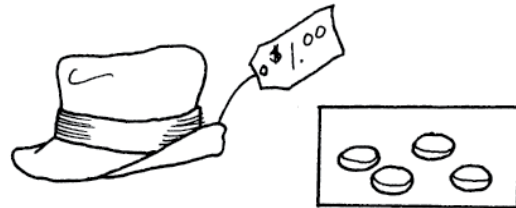
5. **profit:** the money a business-  
man has after he pays his bills.

Jonas sells fish for	\$200.00.
His bills are	150.00.
His tax is	6.00.
His <b>profit</b> is	44.00.



6. **tax:** money paid by people to the  
government.

A hat costs	\$1.00.
<b>Tax</b> is 4%,	.04.
You pay	\$1.04.



## III. GRAMMAR AND DRILL

- A. A **preposition** is a word that shows the relationship of a noun or pronoun to some other word in the sentence. Usually the noun or pronoun that follows the preposition is its object. The preposition changes the meaning of the sentence.

Examples:

The women walked **ahead of** the disciples.

The women walked **with** the disciples.

The women walked **behind** the crowd.

The women walked **to** the tax office.

The women walked **into** the tax office.

The women walked **from** the tax office.

The women walked **in** Capernaum.

The women walked **from** Lake Galilee.

Simon is **from** Capernaum.

They walked **from** their house **to** their office.

He sits **in** his office.

**B. A prepositional phrase contains a preposition (*in*) and an object (*the house*). Circle the 10 prepositional phrases in the following paragraph.**

The Teacher walked to the shore of Lake Galilee. A crowd came to Him. He saw a tax collector sitting in his office. The Teacher said to him, "Follow Me." The Teacher was having a meal in Levi's house. A large number of tax collectors joined Him at the table. Some teachers of the Law saw Him eating with the outcasts.

**C. Fill in the correct preposition: *from, in, on, with, of, along*.**

1. She walked \_\_\_\_\_ the lake.
2. The Pharisees saw Jesus \_\_\_\_\_ the tax collectors.
3. Jesus sat \_\_\_\_\_ Levi's house.
4. The four men were \_\_\_\_\_ the roof.
5. He is a teacher \_\_\_\_\_ the Law.
6. The tax collectors are \_\_\_\_\_ the government.
7. The letter is \_\_\_\_\_ my mother.

**D. The negative of verbs in the present tense is formed by using *do/does* and *not*. Contractions are generally used. Change the sentences to present negative. Remember, with *do/does* the base form of the verb is *always* used.**

Example:

He **collects** money.

He **does not** collect money. \_\_\_\_\_

He **doesn't** collect money. \_\_\_\_\_

1. Levi collects taxes.

\_\_\_\_\_

2. The disciples owe money.

\_\_\_\_\_

3. The tax collector lies to the people.

\_\_\_\_\_

# UNIT 6, LESSON 3

4. Jonas pays for the meal.

---

5. They walk along the lake.

---

## IV. PRONUNCIATION: Review of short vowels.

**a /ă/** as in **apple**

**e /ĕ/** as in **egg**

**i /ĭ/** as in **is**

**o /ŏ/** as in **odd**

**u /ŭ/** as in **up**

pad	rip	fuss	hen	job	dad	did
beg	odd	mess	gas	at	leg	hot
cob	up	tip	Ann	yet	lip	cup

## V. WRITING

Write a thank-you note.

Example:

		March 18, 1990	
Dear Mary and Bob:			
Thank you for the lovely evening of fun. The coffee and cake were delicious. It's so good to have nice friends like you.			
		Sincerely,	
		Janie	

Write Mary and Bob a thank-you note for the dinner last night. Sign your own name.

**VI. SEQUENCE**

Tell the story in your own words.

**VII. ADAPTATION QUESTIONS**

1. Do you pay taxes in your country? Are they more than you want to pay?
2. Why did people hate the tax collectors?
3. Do we hate tax collectors today?
4. Are tax collectors outcasts today?
5. Do you know anyone who is an outcast?
6. Is an outcast the same as a sinner? Explain your answer.
7. Describe a party or a meal you went to.
8. Do you like to share good food and good news with friends?
9. Why is eating together important?

**VIII. MEMORY VERSE**

“Love your enemies, do good to those who hate you, bless those who curse you, and pray for those who mistreat you.”

Luke 6:27-28, GNB



# Unit 6, Practice Exercises

**I. Exercises**

**A. Months of the year are always capitalized.**

1. Write the months of the year in order:

- |                           |          |          |
|---------------------------|----------|----------|
| a. <u>    January    </u> | e. _____ | i. _____ |
| b. _____                  | f. _____ | j. _____ |
| c. _____                  | g. _____ | k. _____ |
| d. _____                  | h. _____ | l. _____ |

2. Write in the month.

- |                           |       |
|---------------------------|-------|
| a. The first month is     | _____ |
| b. The last month is      | _____ |
| c. After April comes      | _____ |
| d. After July comes       | _____ |
| e. After November comes   | _____ |
| f. Before February comes  | _____ |
| g. Before June comes      | _____ |
| h. Before September comes | _____ |

## B. Counting in English

1. Write the word for each number listed.

- |                        |             |              |
|------------------------|-------------|--------------|
| a. 10 <u>ten</u> _____ | e. 50 _____ | i. 90 _____  |
| b. 20 _____            | f. 60 _____ | j. 100 _____ |
| c. 30 _____            | g. 70 _____ | k. 13 _____  |
| d. 40 _____            | h. 80 _____ | l. 11 _____  |

2. Count from 21 to 30. Write the words for the numbers.

- |                               |             |
|-------------------------------|-------------|
| a. 21 <u>twenty-one</u> _____ | f. 26 _____ |
| b. 22 _____                   | g. 27 _____ |
| c. 23 _____                   | h. 28 _____ |
| d. 24 _____                   | i. 29 _____ |
| e. 25 _____                   | j. 30 _____ |

3. Write the word for each number.

- |                    |  |
|--------------------|--|
| $10 + 41 = 51$     | <u>ten and forty-one equals fifty-one.</u> _____ |
| a. $11 + 22 = 33$  | _____  |
| b. $12 + 42 = 54$  | _____  |
| c. $17 + 23 = 40$  | _____  |
| d. $10 + 20 = 30$  | _____  |
| e. $40 + 50 = 90$  | _____  |
| f. $46 + 38 = 84$  | _____  |
| g. $88 + 12 = 100$ | _____  |

# UNIT 6, PRACTICE EXERCISES

## C. Write the opposites to the following.

1. sick \_\_\_\_\_
2. a few \_\_\_\_\_
3. respectable \_\_\_\_\_
4. late \_\_\_\_\_
5. hard \_\_\_\_\_
6. a lot \_\_\_\_\_
7. less \_\_\_\_\_
8. well \_\_\_\_\_
9. outcast \_\_\_\_\_
10. easy \_\_\_\_\_

## D. Change the following verbs to the present continuous tense. Add the word *now*.

Example:

Andrew obeys him.

Andrew **is obeying** him now.

1. Tax collectors take money from the people.

\_\_\_\_\_

2. He follows Jesus.

\_\_\_\_\_

3. Jonas goes back to Lake Galilee.

\_\_\_\_\_

# UNIT 6, PRACTICE EXERCISES

4. I hear the tax collectors speak.

---

5. She joins the followers of Jesus.

---

6. The disciples return to Lake Galilee.

---

7. She starts to follow the crowd.

---

8. He collects too much money.

---

9. Jonas owes more money to the tax collector.

---

10. He pays his taxes.

---

11. The boy lies to his father.

---

# UNIT 6, PRACTICE EXERCISES

## E. Change the following statements into questions.

Example:

He joins the disciples.

**Does he join the disciples?**

---

1. People often lie about money.

---

2. Jonas pays for his food.

---

3. You owe me ten dollars.

---

4. The teacher collects the homework.

---

5. We start class at eight o'clock.

---

6. Students return to class after a week.

---

7. A new student joins our class.

---

8. Students hear more about English.

---

# UNIT 6, PRACTICE EXERCISES

9. He goes back to tell his wife about Jesus.

---

10. Many people follow Jesus.

---

11. Students and teachers eat together.

---

12. Some people help their friends.

---

**F. The past tense of most verbs is formed by adding an *ed*. Sometimes a final *e* is dropped before adding the *ed* (*save, saved*). Sometimes a final consonant is doubled before adding *ed* (*nap, napped*).**

Write the past tense of the following verbs.

- |            |       |            |       |
|------------|-------|------------|-------|
| 1. like    | _____ | 10. return | _____ |
| 2. trust   | _____ | 11. lie    | _____ |
| 3. follow  | _____ | 12. join   | _____ |
| 4. owe     | _____ | 13. walk   | _____ |
| 5. obey    | _____ | 14. watch  | _____ |
| 6. collect | _____ | 15. open   | _____ |
| 7. believe | _____ | 16. doubt  | _____ |
| 8. start   | _____ | 17. love   | _____ |
| 9. prove   | _____ | 18. arrive | _____ |

## UNIT 6. PRACTICE EXERCISES

G. Write the comparative degree of the following adjectives. Some will need *er than* or *ier than* after the *y* is dropped; others will need *more than*.

Example:

dark                      darker than \_\_\_\_\_

beautiful                more beautiful than \_\_\_\_\_

1. happy                    \_\_\_\_\_

2. respectable            \_\_\_\_\_

3. late                      \_\_\_\_\_

4. light                     \_\_\_\_\_

5. easy                      \_\_\_\_\_

6. doubtful                \_\_\_\_\_

7. powerful                \_\_\_\_\_

8. religious                \_\_\_\_\_

9. angry                    \_\_\_\_\_

H. Use the correct preposition in the sentence. Circle the prepositional phrase and underline the noun or pronoun object of the preposition.

about    behind    in    with    in front of  
along    by         at    from    on

Example:

He is \_\_\_\_\_ the house.

He is in the house.

1. Levi sits \_\_\_\_\_ his office.

2. The crowds follow \_\_\_\_\_ Jesus.

3. The four men are \_\_\_\_\_ the roof.



## UNIT 6, PRACTICE EXERCISES

4. Jesus walked \_\_\_\_\_ the shore.
5. Simon is \_\_\_\_\_ Capernaum.
6. The crowd sits \_\_\_\_\_ the house.
7. The Pharisees are \_\_\_\_\_ the crowd.
8. Some people have doubts \_\_\_\_\_ Jesus.
9. Jonas is \_\_\_\_\_ the synagogue.
10. Simon's mother-in-law is \_\_\_\_\_ home.
11. Please come \_\_\_\_\_ me.

**I. A noun is the name of a person, place, or thing. Underline the 18 nouns in the following paragraph.**

Later on Jesus was having a meal in Levi's house. A large number of tax collectors and other outcasts were following Jesus, and many of them joined Him and His disciples at the table. Some teachers of the Law, who were Pharisees, saw that Jesus was eating with these outcasts and tax collectors, so they asked His disciples, "Why does He eat with such people?"

**J. Combine the following short sentences by using buzz words: *and*, *because*, *but*.**

1. Jesus preached. He loved God.

Jesus preached because He loved God.

2. Levi followed Jesus. The Pharisees did not.

3. Simon was a fisherman. He lived in Capernaum.

## UNIT 6, PRACTICE EXERCISES

4. The Pharisees judged Jesus. He ate with outcasts.

---

5. People who are sick need a doctor. Those who are well do not.

---

### K. Circle the correct verb form.

1. There (**is, are**) a tax collector here.
2. There (**is, are**) taxes to pay.
3. There (**is, are**) outcasts eating here.
4. There (**is, are**) respectable people here.
5. There (**is, are**) a meal on the table.

### L. Use the correct reflexive pronoun.

**herself himself myself themselves yourself**

1. Jonas sat by \_\_\_\_\_ in his office.
2. The tax collectors ate by \_\_\_\_\_.
3. The teacher \_\_\_\_\_ talked with outcasts.
4. The Pharisees ate by \_\_\_\_\_, not with outcasts.
5. Did you eat by \_\_\_\_\_?
6. The woman sat by \_\_\_\_\_ and watched the men eat.

# UNIT 6, PRACTICE EXERCISES

## M. Add the auxiliary verb *must* to each sentence.

1. You \_\_\_\_\_ come and eat with me.
2. Jonas \_\_\_\_\_ pay taxes.
3. I \_\_\_\_\_ go home.
4. I \_\_\_\_\_ study English.
5. Those who are sick \_\_\_\_\_ have a doctor.

## II. VOCABULARY

Verb	Nouns	Prepositions	Adjectives
eat, ate collect, collected follow, followed hear, heard join, joined lie, lied like, liked owe, owed pay, paid return, returned start, started	April bill businessman collector doctor end lie liar meal money outcast Pharisee profit table tax	about	large other outcast respectable easy
Opposites	Two-Word Verbs	Buzz Words	Auxiliary Verbs
easy.....hard little.....big more.....less outcast.....respectable	to go back went back	again later (on)	must

# UNIT 6, PRACTICE EXERCISES

## III. RELATED WORDS

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

Adjectives	Nouns	Verbs	Adverbs
1.	collector	to collect	
2.	follower	to follow	
3.	liar/lie	to lie	
4. outcast	outcast		
5. profitable	profit	to profit	profitably
6. taxable	tax	to tax	

B. Sentences from the preceding list that show the position of related words.

- Noun: The tax **collector** was an outcast.  
Verb: He **collected** the money for the taxes.
- Noun: Simon was a **follower** of Jesus.  
Verb: The crowd **followed** Jesus.
- Noun: The outcast was a **liar**.  
Noun: He told a **lie** to the people.  
Verb: The man **lies**; he can't be trusted.
- Adjective: The **outcast** man followed behind the crowd.  
Noun: Levi was an **outcast**.
- Adjective: He wants to start a **profitable** business.  
Noun: He gave the **profit** to the poor people.  
Verb: A store **profits** from its business.  
Adverb: The good fish were sold **profitably**.
- Adjective: Money is **taxable** in the United States.  
Noun: The **tax** on one dollar in some places is four cents.  
Verb: The government **taxes** the people.

## IV. A DEEPER LOOK

1. The four disciples were respectable fishermen. How would they feel about Levi?
2. Why did the Pharisees judge Jesus for eating with tax collectors?
3. What did Levi give up to follow Jesus? What did he gain?



# Unit 7, Lesson 1

I. Then Jesus went back to the synagogue, where there was a man with a paralyzed hand. Some people were there who wanted to accuse Jesus of doing wrong; so they watched him closely to see whether he would cure the man on the Sabbath. Jesus said to the man, "Come up here to the front." Then he asked the people, "What does our Law allow us to do on the Sabbath? To help or to harm? To save a man's life or to destroy it?"

But they did not say a thing. Jesus was angry as he looked around at them, but at the same time he felt sorry for them, because they were so stubborn and wrong. Then he said to the man, "Stretch out your hand." He stretched it out, and it became well again. So the Pharisees left the synagogue and met at once with some members of Herod's party, and they made plans to kill Jesus.

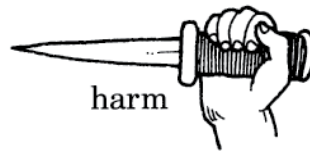
Mark 3:1-6, GNB



Jesus



synagogue



harm



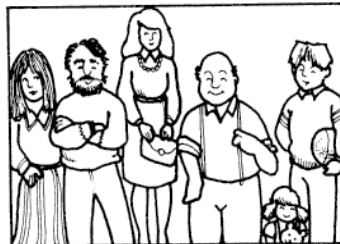
angry



Law



save



people



come,  
come here



paralyzed  
hand



S	M	T	W	T	F	S
1	2	3	4	5	6	7
						14
						21
						28

Sabbath



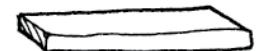
stretch



heal, cure



flexible



rigid

# UNIT 7, LESSON 1

## A. Dialogue

- MAN 1: Look! There is Jesus. He came to the synagogue on the Sabbath.
- MAN 2: Yes, but watch. He may do something wrong.
- MAN 1: There is a man with a paralyzed hand. Will Jesus heal him? Will He dare heal on the Sabbath?
- MAN 2: Look. Jesus is calling the man up front.
- MAN 1: If Jesus heals that man, He is in trouble.

## B. Core Sentences

1. Jesus went to the synagogue again.
2. He saw a man with a paralyzed hand.
3. The Pharisees watched Jesus.
4. To work on the Sabbath was wrong.
5. Healing a man was work.
6. Will Jesus work on the Sabbath?
7. He called the man.
8. Everyone saw the man with the paralyzed hand.
9. Jesus asked a question.
10. What does the Law allow us to do on the Sabbath?
11. Are we to help or to harm?
12. Are we to save life or destroy life?
13. The Pharisees did not speak.
14. Jesus was angry at them.
15. Jesus was sorry for them.
16. Jesus cured the man's hand.
17. The Pharisees now planned to kill Jesus.
18. Jesus broke the Pharisees' Law.



## C. Reading Comprehension Questions

1. Where did Jesus go?
2. What did Jesus see that was different?
3. Did all the people in the synagogue like Jesus?
4. Who watched Jesus closely?
5. What could Jesus do that would be wrong to the Pharisees?
6. What were the people not allowed to do on the Sabbath?
7. Did the Pharisees think healing was a man's work?
8. What did Jesus tell the man to do?
9. What did Jesus ask the people?
10. What day is the Sabbath?
11. What did the Pharisees say about the Law?
12. How did Jesus feel about those who judged Him?
13. What miracle did Jesus do?
14. What did the Pharisees plan to do to Jesus?

## II. VOCABULARY

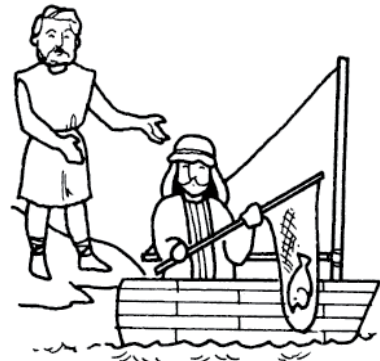
<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Two-Word Verbs</b>
to accuse, accused to allow, allowed to cure, cured to destroy, destroyed to harm, harmed to kill, killed to save, saved to stretch, stretched	Herod members party  plan	angry sorry stubborn	to look around to stretch out
<b>Opposites</b>	<b>Adverbs</b>	<b>Buzz Words</b>	<b>Preposition</b>
here ..... there wrong ..... right front ..... back help ..... harm save ..... destroy sick ..... well in ..... out	closely at once	if whether	around

## A. Action Verbs

1. **to accuse, accused:** to blame; to charge someone with having done wrong.
  - a. The Pharisees **accuse** him of working on the Sabbath.
  - b. They **are accusing** Jesus of blasphemy.
  - c. The teachers **accused** Jesus of doing wrong.
  - d. **Do you accuse** the man of taking the money?
  - e. **Does Sam accuse** Jim of breaking the law?
  - f. **Accuse** him!



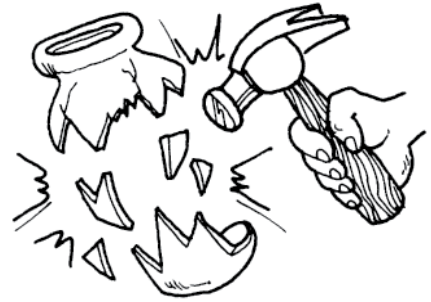
2. **to allow, allowed:** to let something be done.
  - a. Simon **allows** Andrew to fish in his boat.
  - b. Simon **is allowing** the people to watch.
  - c. The synagogue **allowed** Jesus to speak.
  - d. **Do you allow** your children to play in the street?
  - e. **Does the law allow** change?
  - f. **Allow** the man to come in!



3. **to cure, cured:** to make well.
  - a. The medicine **cures** the sick man.
  - b. The medicine **is curing** Sam.
  - c. He **cured** the man's hand.
  - d. **Do the Pharisees cure** the man?
  - e. **Does the medicine cure** John?
  - f. **Cure** him, doctor.



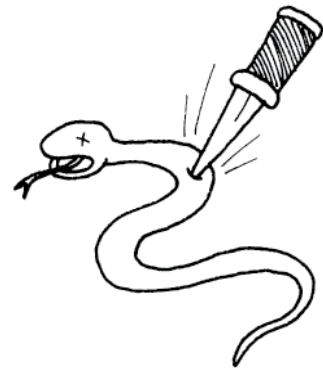
4. **to destroy, destroyed:** to do away with; to make useless.
- Sickness **destroys** health.
  - Ann **is destroying** the paper.
  - The army **destroyed** many villages.
  - Do you destroy** old papers?
  - Does** the army **destroy** the city?
  - Destroy** those rats.



5. **to harm, harmed:** to cause pain or hurt.
- Some food **harms** us.
  - Mary **is harming** herself by eating that food.
  - Healing **harmed** no one in the synagogue.
  - Do** doctors **harm** sick people?
  - Does** the medicine **harm** you?
  - Harm** him? It can only help him!



6. **to kill, killed:** to put to death.
- Simon **kills** a snake by the lake.
  - The Pharisees **are killing** the ideas of change.
  - When Simon **killed** the snake, we were not afraid to get into the boat.
  - Do you kill** new thoughts?
  - Does** anger **kill** happiness?
  - Kill** the snake!



# UNIT 7, LESSON 1

7. **to save, saved:** to make safe from harm; to rescue; to put aside in a safe place.
- a. Jim **saves** the man from the lake.
  - b. Jane **is saving** her money for the trip.
  - c. Jesus **saved** me from my sins.
  - d. **Do** you **save** your money?
  - e. **Does** Jim **save** many people from the lake?
  - f. **Save** your money.



8. **to stretch, stretched:** to draw out; to extend to full length.
- a. I often **stretch** my fingers out.
  - b. The paralyzed man **is stretching** out his withered hand.
  - c. The happy man **stretched** out his hand.
  - d. **Do** you **stretch** in class?
  - e. **Does** your friend **stretch** the rubber band?
  - f. Jesus said, "**Stretch** out your hand."



## B. Nouns

- 1. **Herod:** King during the time of Jesus.
- 2. **members:** persons belonging to a group.
- 3. **party:** a group of people doing something together.



4. **plan:** a way of making or doing something that has been worked out beforehand.

**Fill in the blanks with the above nouns.**

1. The Pharisees made a \_\_\_\_\_ to kill Jesus.
2. The King's name was \_\_\_\_\_.
3. People who followed Herod were members of Herod's \_\_\_\_\_.
4. The disciples were \_\_\_\_\_ of the group of followers of Jesus.

### III. GRAMMAR AND DRILL

- A. **The imperative form of the verb is used as a command. The subject is *you*, either singular or plural. It is understood, but not written out.**
1. Commands using the imperative form:
    - a. **“Get up, pick up** your mat, and **go** home,” said Jesus.
    - b. **Stretch** out your hand.
    - c. **Open** the door.
    - d. **Sit** down.
  2. The negative command uses ***don't***.
    - a. **Don't hurry.**
    - b. **Don't run.**
    - c. **Don't come** to class on holidays.
    - d. **Don't sleep** all day.
  3. The polite command uses the word ***please***.
    - a. **Please come** at 6 o'clock.
    - b. **Please listen.**
    - c. **Please help** others.
    - d. **Please don't destroy** that paper.

# UNIT 7, LESSON 1

B. *If* and *whether* are conjunctions. Sometimes either one can be used in a sentence.

1. The Pharisees wondered \_\_\_\_\_ Jesus was a good man.
2. They came to see \_\_\_\_\_ Jesus would heal on the Sabbath.
3. I don't know \_\_\_\_\_ Jane can come.
4. John doesn't know \_\_\_\_\_ he can talk to Peter.
5. \_\_\_\_\_ you can get there, let me have the paper.

## IV. PRONUNCIATION

Long vowels—say their name: **e /ē/** as in *me*.

Initial	Medial	Final	Minimal Pairs
eat	teacher	me	/ē/ ..... /ě/
even	meet	three	bead ..... bed
easy	Jesus	see	mean ..... men
east	read	tree	seat ..... set
eve	green	be	neat ..... net
			read ..... red

## V. WRITING

Write a note to say you are going to a meeting. Tell when you will return. Sign your name.

Example:

<p>Dear Ann:</p> <p style="margin-left: 40px;">Our date for lunch on Thursday is still on. Do you mind if we meet at one o'clock? I can't get there at noon.</p>	<p>June 5, 1990</p>    <p>Helen</p>
--	---

## VI. MEMORY VERSE

“So the Son of Man is Lord even of the Sabbath.”

Mark 2:28, GNB

## VII. HOMEWORK

**A. Practice with verbs. Go down the chart and fill in the blanks for each verb. Use the pronoun in parenthesis when it is needed.**

base form:	<u>accuse (I)</u> _____	<u>allow (he)</u> _____	<u>kill (you)</u> _____
present:	<u>I accuse.</u> _____	_____	_____
present question:	<u>Do I accuse?</u> _____	_____	_____
present negative:	<u>I don't accuse.</u> _____	_____	_____
present continuous:	<u>I am accusing.</u> _____	_____	_____
imperative:	<u>Accuse!</u> _____	_____	_____

**B. Mark the following sentences: S for subject, V for verb, P for preposition, and OP for object of the preposition.**

Example:

**S     V   P         OP**

Jesus went to the synagogue.

1. He saw the man with the paralyzed hand.
2. Jesus said to the man.
3. Jesus looked at them.
4. The Pharisees met with some others.
5. Simon talked to his friends.



# UNIT 7, LESSON 1

## C. *If/whether*. Follow the model and write in the sentence.

1. I don't know \_\_\_\_\_ (if/whether) he'll come \_\_\_\_\_. (come)
2. \_\_\_\_\_ (if/whether) \_\_\_\_\_. (talk)
3. \_\_\_\_\_ (if/whether) \_\_\_\_\_. (heal)
4. She doesn't care \_\_\_\_\_ (if/whether) he'll come \_\_\_\_\_. (walks)
5. \_\_\_\_\_ (if/whether) \_\_\_\_\_. (pays)
6. \_\_\_\_\_ (if/whether) \_\_\_\_\_. (collects)
7. \_\_\_\_\_ (if/whether) \_\_\_\_\_. (comes)

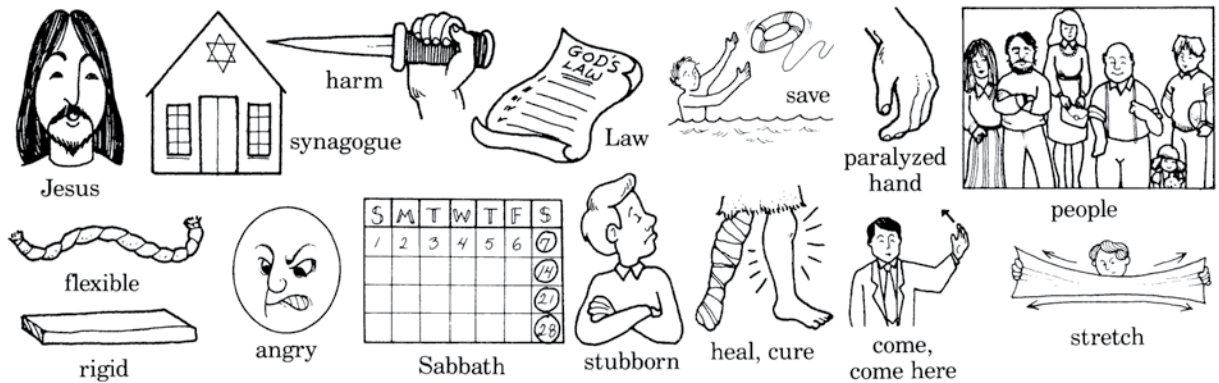


# Unit 7, Lesson 2

- I. Then Jesus went back to the synagogue, where there was a man with a paralyzed hand. Some people were there who wanted to accuse Jesus of doing wrong; so they watched him closely to see whether he would cure the man on the Sabbath. Jesus said to the man, "Come up here to the front." Then he asked the people, "What does our Law allow us to do on the Sabbath? To help or to harm? To save a man's life or to destroy it?"

But they did not say a thing. Jesus was angry as he looked around at them, but at the same time he felt sorry for them, because they were so stubborn and wrong. Then he said to the man, "Stretch out your hand." He stretched it out, and it became well again. So the Pharisees left the synagogue and met at once with some members of Herod's party, and they made plans to kill Jesus.

Mark 3:1-6, GNB



## A. Dialogue

- SIMON: Look, Andrew! Those rigid Pharisees are here again. They want to find something to accuse Jesus about.
- ANDREW: Yes, brother, but Jesus doesn't let that stop Him. Sometimes He is angry with them. Other times He looks at them so sadly. Jesus wants them to know God as He does.
- SIMON: Yes. Jesus shows us God is love. He helps, teaches, and shares.
- ANDREW: And to the Pharisees, God is judgment and Law. They are stubborn men. Their hearts are rigid, but they do not stop Jesus.

# UNIT 7, LESSON 2

## B. Reading Comprehension Questions

1. Who is talking to Simon?
2. Whom does Simon see?
3. Why are the Pharisees in the synagogue?
4. How does Jesus act toward the Pharisees?
5. What does Jesus show us about God?
6. How does Jesus act to show God's love?
7. What is God to the Pharisees?
8. Who is stubborn? Who has a hard heart?
9. Do the Pharisees stop Jesus?

## II. VOCABULARY

### A. Opposites

here.....there	save.....destroy
right.....wrong	sick.....well
front.....back	in.....out
help.....harm	

### B. Fill in the blank using the correct opposite from the vocabulary list. Memorize the opposites.

1. If Jesus is right, the Pharisees must be \_\_\_\_\_.
2. Come here; don't stand over \_\_\_\_\_.
3. Did Jesus come to \_\_\_\_\_ or to harm?
4. How far is it from \_\_\_\_\_ to there?
5. Jesus made the sick man \_\_\_\_\_.
6. Should Jesus \_\_\_\_\_ a life or destroy it?
7. When Jesus came in, the Pharisees went \_\_\_\_\_?
8. Jesus asked the man at the back to come to the \_\_\_\_\_.

## C. Emotion Words



angry



sorry



excited



happy



stubborn

1. Jesus was \_\_\_\_\_ at the Pharisees, but He also felt \_\_\_\_\_ for them.
2. The Pharisees were \_\_\_\_\_.
3. The paralyzed man was \_\_\_\_\_ when he was healed.
4. Because the Pharisees would not listen, Jesus felt \_\_\_\_\_ for them.

## D. Underline the Adjectives

1. Sometimes Jesus was angry with the religious leaders.
2. The paralyzed man was so happy to be cured.
3. My stubborn son doesn't help me.

# UNIT 7, LESSON 2

## III. GRAMMAR AND DRILL

- A. **Tag endings are attached questions. At the end of a statement, a shortened question can be added.**

Jesus comes to Capernaum today, doesn't He?  
|—————statement—————| |tag ending|

Examples: He isn't going to help the man, is he?  
The Pharisees are angry, aren't they?  
They make plans to kill Jesus, don't they?

Rules:

1. Affirmative statements have negative attached questions.
2. Negative statements have positive attached questions.
3. Use the same auxiliary verb in the tag ending that is used in the statement.

Examples: That law is to help us, isn't it? Yes, it is.  
Jonas isn't angry, is he? No, he isn't.

Add the correct tag endings:

Example:

Simon feels sorry for them, doesn't he?

1. He looks around, \_\_\_\_\_?
2. The man isn't afraid, \_\_\_\_\_?
3. They watch him closely, \_\_\_\_\_?

Add the tag ending and the short answer.

Example:

Jesus talks to the people, doesn't He? Yes, He does.

1. Peter and John are with him, \_\_\_\_\_? \_\_\_\_\_.
2. We don't follow the crowd, \_\_\_\_\_? \_\_\_\_\_.
3. He isn't stubborn, \_\_\_\_\_? \_\_\_\_\_.

B. **Imperative verbs: the negative imperative is formed by using *don't* with the base form of the verb.**

**Don't** go!

**Don't** watch!

The **polite** imperative is formed by adding the word ***please***.

**Please** come in.

**Please don't** go so quickly.

**Please** hurry back.

**Please don't** wait for me.

1. Make these imperative verbs negative.

Example:

Stand.

Don't stand.

a. Open the door.

\_\_\_\_\_

b. Kill the snake.

\_\_\_\_\_

c. Allow him to speak.

\_\_\_\_\_

d. Stretch out your hand.

\_\_\_\_\_

e. Walk by the lake.

\_\_\_\_\_

2. Add ***please*** to the sentences above.

Example:

Please stand.

Please don't stand.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_

\_\_\_\_\_

e. \_\_\_\_\_

\_\_\_\_\_

# UNIT 7, LESSON 2

- C. **The possessive of singular nouns not ending in -s is formed by adding an apostrophe and an s ('s) to the noun. The possessive form is used to show ownership.**

Example: The fishing boat is Simon's. (The fishing boat belongs to Simon.)

Make the nouns in the following sentences show possession.

1. The Pharisee \_\_\_\_\_ Law was too rigid.
2. Simon \_\_\_\_\_ mother-in-law was sick.
3. It was Zebedee \_\_\_\_\_ boat.
4. Jesus \_\_\_\_\_ disciples listened carefully.
5. The paralyzed man \_\_\_\_\_ hand was cured.

## IV. PRONUNCIATION

**Long Vowels: a /ā/ as in *lake*.**

ate	take	fail	late	sale
tape	fate	jail	made	lady

Contrast short /ă/ and /ĕ/ with long /ā/ and /ē/.

apple	cake	egg	east
had	baby	bet	eel
cat	hate	bell	tree
bag	base	leg	see

The silent *e* rule: The vowel *e* at the end of a short word is usually silent. This makes the first vowel long.

date	same	cake	male
------	------	------	------

**V. WRITING: A note for school.**

Write a note to a teacher asking for your child to leave school early to go to the doctor. You will meet him in the school office. Sign your name.

Example:

	November 7, 1989
Dear Mrs. _____:	
Please let my daughter, Sally Munoz, leave school at 1:30 p.m. today. I must take her to the dentist. Thank you for your help.	
	Sincerely,
	Mrs. Munoz

**VI. MEMORY VERSE**

“For God hath not given us the spirit of fear; but of power, and of love, and of a sound mind.”

2 Timothy 1:7, KJV



# UNIT 7, LESSON 2

## VII. HOMEWORK

- A. **Verb Practice.** Change the sentences into a question form, then into a negative form.

Example: He cures a man on the Sabbath.

**Does he cure** a man on the Sabbath?

---

He **doesn't cure** a man on the Sabbath.

---

1. He stretches out his hand.

---

---

2. The Pharisees leave the synagogue.

---

---

3. The Pharisees want to kill Jesus.

---

---



## B. Add the tag endings and short answers.

Example: He is helping people, isn't he? Yes, he is.

1. They aren't accusing him, \_\_\_\_\_? \_\_\_\_\_
2. He isn't home, \_\_\_\_\_? \_\_\_\_\_
3. Simon tells Andrew, \_\_\_\_\_? \_\_\_\_\_
4. She doesn't wait on him, \_\_\_\_\_? \_\_\_\_\_
5. He begins to plan, \_\_\_\_\_? \_\_\_\_\_

## C. Imperatives—fill in the chart.

Imperative	Negative Imperative	Polite Imperative
1. Stop!	<u>Don't stop!</u>	<u>Please stop.</u>
2. Help!	_____	_____
3. Hurry!	_____	_____
4. Run!	_____	_____
5. Walk!	_____	_____

# Unit 7, Lesson 3

- I. Then Jesus went back to the synagogue, where there was a man with a paralyzed hand. Some people were there who wanted to accuse Jesus of doing wrong; so they watched him closely to see whether he would cure the man on the Sabbath. Jesus said to the man, "Come up here to the front." Then he asked the people, "What does our Law allow us to do on the Sabbath? To help or harm? To save a man's life or to destroy it?"

But they did not say a thing. Jesus was angry as he looked around at them, but at the same time he felt sorry for them, because they were so stubborn and wrong. Then he said to the man, "Stretch out your hand." He stretched it out, and it became well again. So the Pharisees left the synagogue and met at once with some members of Herod's party, and they made plans to kill Jesus.

Mark 3:1-6, GNB



Law



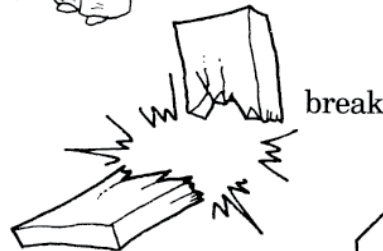
Pharisee

S	M	T	W	T	F	S
1	2	3	4	5	6	7
						14
						21
						28

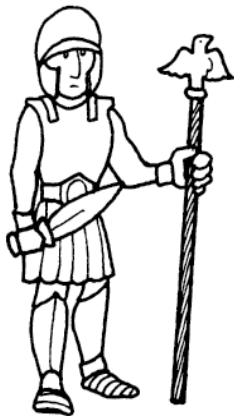
Sabbath



paralyzed hand



break



Roman



watch



love



stop

## A. Dialogue

- PHARISEE 1: There are Jesus and His disciples. Will Jesus break the Law on the Sabbath?
- PHARISEE 2: Watch closely. There is a man with a paralyzed hand. It is now useless and he cannot find a job.
- PHARISEE 1: I see him. If Jesus cures him, Jesus is a sinner. He does not obey the Law.  
*(Later that day)*
- PHARISEE 1: I saw Jesus. He does not love the Law. He sins against God's Law.
- PHARISEE 2: Yes. Too many people follow Jesus. They will obey Jesus instead of us.
- PHARISEE 1: What can we do to stop Him?
- PHARISEE 2: The Romans need to see that Jesus is a troublemaker. Then they will take care of Him.
- PHARISEE 1: What can we do to stop Jesus and His followers?
- PHARISEE 2: Follow Jesus and watch Him closely. When the time is right, the Romans can take Him.
- PHARISEE 1: Yes. Jesus is dangerous to us. We must stop Him.

## B. Comprehension Questions

1. Where is Jesus when He sees the man with the paralyzed hand?
2. What is wrong with his hand?
3. Why does he want Jesus to cure him?
4. What is work?
5. Why did the Pharisees not want Jesus to help on the Sabbath?
6. Who is rigid about the Law, the Pharisees or Jesus?
7. Do many people follow Jesus?
8. Who has authority in the land where Jesus lives?
9. What do they call Jesus?
10. When will they stop Jesus?

# UNIT 7, LESSON 3

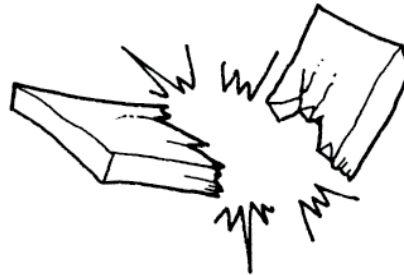
## II. VOCABULARY

Verbs	Nouns	Opposites
to break, broke to control, controlled to hurt, hurt to love, loved to sin, sinned to stop, stopped	troublemaker job sinner respect	dangerous .....safe useless .....useful
Buzz Words	Vocabulary Expansion	
instead of	paralyzed	

### A. Action Verbs

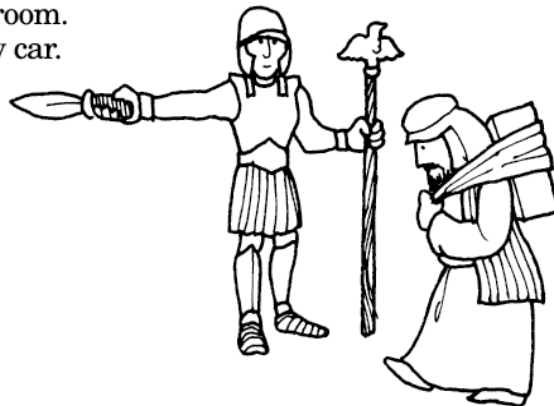
1. **to break, broke:** to come apart or make come apart; to fail to keep.

- a. I **break** many pencils.
- b. He **is breaking** the Sabbath.
- c. My cup **broke** when it hit the floor.
- d. **Do you break** the Law?
- e. **Does** the Pharisee **break** the Sabbath Law?



2. **to control, controlled:** to have power or authority over.

- a. The teacher **controls** the classroom.
- b. As I drive I **am controlling** my car.
- c. The Pharisees **controlled** the Laws of the Sabbath.
- d. **Do you control** your children?
- e. **Does** Jesus **control** your life?
- f. **Control** that child!



3. **to hurt, hurt:** to suffer injury or pain.
- He **hurt** his hand.
  - His hand **is not hurting** now.
  - He **hurt** himself a long time ago.
  - Do** workers **hurt** themselves often?
  - Does** the man's hand **hurt** now?



4. **to love, loved:** to have a fond or tender feeling for.
- I **love** Jesus.
  - He **is loving** to all people.
  - God **loved** the people, so He sent Jesus.
  - Do** you **love** Jesus?
  - Does** your friend **love** you?
  - Love** your neighbor as yourself.



5. **to sin, sinned:** to break the law of God on purpose.
- I **sin** when I tell a lie.
  - The tax collector **is sinning** when he takes too much money.
  - The Pharisees **sinned** because they planned to harm Jesus.
  - Do** people **sin** often?



6. **to stop, stopped:** to keep from moving, acting, doing, being, or working.
- The class **stops** at 10 o'clock.
  - He **is stopping** the bus now.
  - The Pharisees **stopped** talking.
  - Do** you **stop** on the way home?
  - Does** the bus **stop** here?
  - Stop! Stop!**



## UNIT 7. LESSON 3

### B. **Opposites**—*dangerous . . . safe, useless . . . useful*—fill in the blanks with the new opposites.

1. The Pharisees thought Jesus was \_\_\_\_\_ because He broke the Sabbath law.
2. Some wild animals are \_\_\_\_\_.
3. The man wanted Jesus to make his hand \_\_\_\_\_ again.
4. The Pharisees thought Jesus should leave the hand \_\_\_\_\_.
5. If my hand is \_\_\_\_\_ instead of \_\_\_\_\_ I cannot work.
6. “A man with many disciples who breaks the Law is \_\_\_\_\_,” thought the Pharisees.
7. If the house is \_\_\_\_\_ instead of \_\_\_\_\_, I cannot stay here.

### C. **Buzz Word**—fill in the blank with *instead of*.

1. Jesus listened to God \_\_\_\_\_ the Pharisees.
2. Study \_\_\_\_\_ watching TV.
3. The man ran to Jesus \_\_\_\_\_ of walking.
4. \_\_\_\_\_ coffee, I want tea.
5. The Pharisees are rigid \_\_\_\_\_ flexible.

### D. **Vocabulary Expansion**—*paralyzed* can be used as adjective.

1. **to paralyze, paralyzed:** to make useless or powerless; to cause to lose the power of motion.
  - a. His hand was **paralyzed**.
  - b. Jesus saw his **paralyzed** hand.

## III. GRAMMAR AND DRILL

### A. "Let's \_\_\_\_\_" is often used in English.

LET	+	US	+	verb	+	rest of sentence.
Let's				eat		at home tonight.
Let's				go		to the movies.
Let's				ask		our friends to come here.

Add **Let's** to the following sentences.

1. \_\_\_\_\_ watch closely.
2. \_\_\_\_\_ follow Jesus and listen.
3. \_\_\_\_\_ help Sue with the dishes.
4. \_\_\_\_\_ stop him.

### B. Spelling Rules

1. When a one-syllable word ends in a consonant preceded by a short vowel (**run**), the consonant is usually doubled before adding an ending. Remember, **vowel + consonant = double the consonant**.

Example: **run** = **running** or **runner**  
**plan** = **planning** or **planned**

Add **ing** and spell these words correctly:

- |               |               |
|---------------|---------------|
| a. hop _____  | d. sit _____  |
| b. stop _____ | e. swim _____ |
| c. hit _____  | f. sin _____  |



# UNIT 7, LESSON 3

2. If words accented on the last syllable end in a single consonant preceded by a single vowel, usually double the final consonant before adding an ending that begins with a vowel.

Example: ad **mit'** = admitting

oc **cur'** = occurring

Add **ing** and spell these words correctly:

a. re **mit'** \_\_\_\_\_

b. re **gret'** \_\_\_\_\_

c. com **mit'** \_\_\_\_\_

d. be **gin'** \_\_\_\_\_

## IV. PRONUNCIATION

### Long i /ī/ as in *pie*

ice	like	beside
idle	time	while
hi	sigh	smile
high	tie	

### Short i /ĭ/      Long i /ī/

hid	hide
bit	bite
kit	kite
pick	pike
pill	pile
tip	type



**V. WRITING**

Write an ad to sell a car. Follow the model.

Example:

For Sale: 1985 Honda four-door. Looks great and is in very good condition. Has 57,000 miles. Asking \$6,500. Call 433-0013.

**VI. SEQUENCE**

Tell the story to the class.

**VII. ADAPTATION QUESTIONS**

1. How do you feel when you stand up in front of a crowd?
2. Tell me about the last time you talked to a lot of people.
3. Tell me about a time you felt sorry for someone.
4. Are you or your husband (wife) more stubborn?
5. Do you like rigid rules or flexible ones?
6. What is a rigid rule in your house?
7. Is bedtime flexible or rigid with your children?

**VIII. MEMORY VERSE**

“Love never gives up; and its faith, hope, and patience never fail.”

1 Corinthians 13:7, GNB

## Unit 7, Practice Exercises

### I. COMPLETE

#### A. Write the opposites of the following adjectives.

- |             |       |           |       |
|-------------|-------|-----------|-------|
| 1. flexible | _____ | 6. useful | _____ |
| 2. out      | _____ | 7. harm   | _____ |
| 3. well     | _____ | 8. back   | _____ |
| 4. destroy  | _____ | 9. right  | _____ |
| 5. safe     | _____ | 10. there | _____ |

#### B. Underline the verb. Tell if it is: (a) present, (b) present continuous, (c) imperative, or (d) past tense.

Example:

- \_\_\_\_\_ b \_\_\_\_\_ He is helping on the Sabbath.
- \_\_\_\_\_ Stretch out your hand.
  - \_\_\_\_\_ Jesus went back to Lake Galilee.
  - \_\_\_\_\_ The Pharisees watched Jesus.
  - \_\_\_\_\_ Who is following Jesus?
  - \_\_\_\_\_ God forgives our sins.
  - \_\_\_\_\_ The Pharisees plan to kill Jesus.
  - \_\_\_\_\_ The tax collector believed in Jesus.
  - \_\_\_\_\_ Don't hurt yourself.
  - \_\_\_\_\_ He doesn't destroy the Law.
  - \_\_\_\_\_ Please allow me to help you.

# UNIT 7, PRACTICE EXERCISES

## C. Change these sentences to the imperative form. Write a command.

Example:

He visits the sick man.

Visit the sick man.

1. The men destroy the house.

2. The men kill the snake.

3. He saves his land.

4. I love Jesus.

5. I go home today.

## D. Use the imperative form to change those sentences to negative commands.

Example:

He doesn't listen to the teacher.

Don't listen to the teacher.

1. She doesn't walk to school.

2. They don't stop talking.

3. He doesn't forget the man.

4. Sam doesn't cry.

5. He doesn't hurt the man.

## E. Change the sentences to polite commands.

Example:

The tax collector allows John to enter.

Please allow John to enter.

1. Jesus forgives the man.

2. She doesn't harm anyone.

3. James allows Peter in the boat.

4. I control my children.

5. I stop at the red light.

# UNIT 7, PRACTICE EXERCISES

F. In the chart change the verbs from the present tense to present negative, present question, present continuous, past, and imperative.

**present**

I stretch. \_\_\_\_\_ He breaks. \_\_\_\_\_ We hurt. \_\_\_\_\_ They hurt. \_\_\_\_\_

**present negative**

I don't stretch. \_\_\_\_\_

**present question**

Don't I stretch? \_\_\_\_\_

**present continuous**

I am stretching. \_\_\_\_\_

**past**

I stretched. \_\_\_\_\_

**imperative**

Stretch! \_\_\_\_\_

## UNIT 7, PRACTICE EXERCISES

G. **Combine the two sentences. First write the sentence with *if*, then write it using *whether*.**

Example: I want to know. You are home.

I want to know *if* you are home.

I want to know *whether* you are home.

1. I want to see. Jesus healed the man.

---

---

2. They watched to see. Jesus cured on the Sabbath.

---

---

3. He asked them. They were too stubborn to answer.

---

---

H. **A noun or a pronoun is usually used as the subject of a sentence. In the following sentences, circle the subject and underline the verb.**

Example: (Jesus) went to the synagogue.

1. They wanted to accuse Jesus of doing wrong.

2. The Pharisees watched Him closely.

3. Jesus asked the people a question.

4. He is a good man.

5. Do the Pharisees plan to kill Jesus?

# UNIT 7, PRACTICE EXERCISES

## I. Change the underlined nouns to object pronouns.

Example:

Jesus cured the man.

Jesus cured him.

1. The Pharisees talk to the disciples.

2. I will help Peter with the crowd.

3. Jesus saw the woman pray.

4. Andrew looked for Peter and me.

5. Jesus taught the disciples to pray.

## J. A prepositional phrase is a preposition plus a noun or pronoun and related words. It may be used as an adjective or adverb. Instead of the prepositional phrase, use the possessive form in the following sentences.

Example:

Simon is a disciple of Jesus.

Simon is Jesus' disciple.

1. He is a friend of John.

2. She is the wife of Peter.

3. The mother-in-law of Simon was sick.

4. The hand of the man was withered.

5. Jesus is the Son of God.

## K. Punctuation marks—add correct punctuation to the sentences.

.                    ?                    '
   
period             question mark      apostrophe

1. Is Jesus your friend
2. Class starts at two o clock
3. Does the bus stop here
4. He is my husband s friend
5. Will you help me
6. Doesn t the Law allow Jesus to heal on the Sabbath
7. Don t bring the dog s food in the house

## II. VOCABULARY

### Verbs

to accuse, accused

to hurt, hurt

to allow, allowed

to kill, killed

to break, broke

to love, loved

to control, controlled

to save, saved

to cure, cured

to sin, sinned

to destroy, destroyed

to stop, stopped

to harm, harmed

to stretch, stretched

# UNIT 7, PRACTICE EXERCISES

## III. RELATED WORDS

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

Sentence	Adjectives	Nouns	Verbs	Adverbs
1.	paralyzed	paralysis	to paralyze	
2.	dangerous	danger	to endanger	dangerously
3.	safe	safety		safely
4.	sinful	sinner	to sin	sinfully

### B. Sentences from the previous list that show the position of related words.

- Adjective: Jesus healed the **paralyzed** hand.  
Noun: The **paralysis** is in his hand.  
Verb: An injury **paralyzed** the man's hand.
- Adjective: "That is **dangerous** talk," said the Pharisee.  
Noun: The **danger** comes from those who are rigid.  
Verb: Don't **endanger** someone else.  
Adverb: He lives **dangerously**.
- Adjective: The children were in a **safe** place.  
Noun: The **safety** of the leader is important.  
Adverb: He walked **safely** through the crowd.
- Adjective: Are those **sinful** thoughts?  
Noun: The **sinner** asked Jesus for healing.  
Verb: All men **sin**.  
Adverb: He acted **sinfully** toward the man.

## IV. A DEEPER LOOK

- Why did it take courage for Jesus to return to the synagogue?
- Why were the Pharisees watching Jesus so closely?
- Why didn't Jesus wait until the Sabbath was over to heal the man's paralyzed hand?



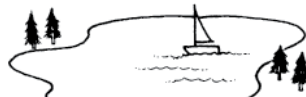
# Unit 8, Lesson 1

I. Again Jesus began to teach beside Lake Galilee. The crowd that gathered around him was so large that he got into a boat and sat in it. The boat was out in the water, and the crowd stood on the shore at the water's edge. He used parables to teach them many things, saying to them: "Listen! Once there was a man who went out to sow grain. As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn't deep. Then, when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. Some of the seed fell among thorn bushes, which grew up and choked the plants, and they didn't bear grain. But some seeds fell in good soil, and the plants sprouted, grew, and bore grain: some had thirty grains, others sixty, and others one hundred."

Mark 4:1-8, GNB



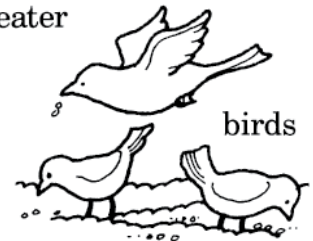
Jesus



Lake Galilee



amphitheater



birds



water



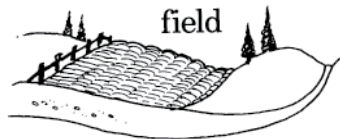
fruit



rocky ground



grain, wheat



field

path



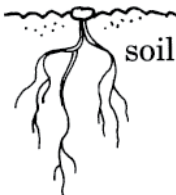
to choke,  
choked



to sow grain  
to scatter seed  
scatter, scattered



plant

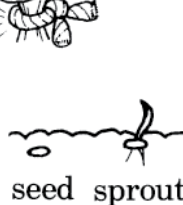


soil



thorn

thorn bush



seed sprout

grow

bear  
grain

# UNIT 8, LESSON 1

## A. Dialogue

JOHN: Look at the crowd gathering to hear Jesus teach.

PETER: How can He be heard by so many?

JOHN: He can sit in the boat. We can push out from the shore. That way more people can see and hear Him.

PETER: That's a good idea. Come, let's get the boat ready. I hope Jesus will tell a parable today.

JOHN: Me, too. The stories help me understand better what He is teaching.

## B. Core Sentences

1. Jesus taught beside Lake Galilee.



2. The crowd was very big.

3. Jesus sat in a boat.



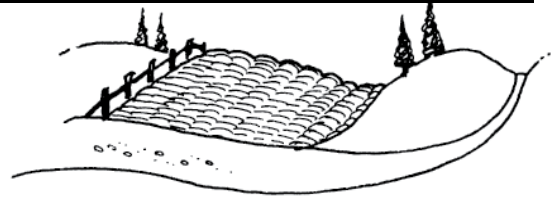
4. Jesus taught a parable.

5. A man went to sow grain.

6. He scattered grain.



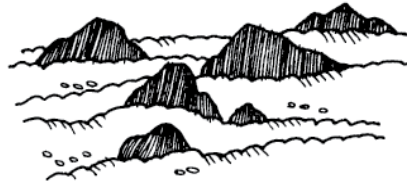
7. Some seed fell in the path.



8. Birds ate the seed.

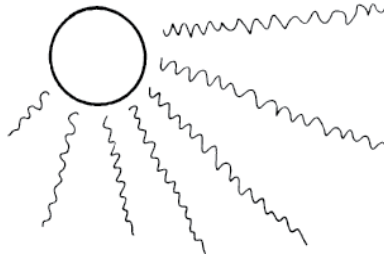


9. Some fell on rocky ground.



10. The soil was not deep.

11. The seeds sprouted.



12. The sun burned the plants.



13. The plants dried up.

14. Some seeds fell among thorn bushes.



15. Thorn bushes choked the plants.

16. There was no grain.

17. But some seeds fell in good soil.



18. Plants sprouted, grew, and bore grain.

# UNIT 8, LESSON 1

## C. Reading Comprehension Questions

1. Who is teaching?
2. How many people are listening?
3. Where is Jesus sitting?
4. What is the story Jesus tells called?
5. What is the man doing?
6. What did the birds eat?
7. What did the sun do to the young plants?
8. Why did the sun burn the plants?
9. What did the thorn bushes do to the young plants?
10. What did the seed in good soil do?

## II. VOCABULARY

### Verbs

bear, bore  
begin, began  
burn, burned  
choke, choked  
dry up, dried up  
fall, fell  
gather, gathered  
grow, grew  
scatter, scattered  
sow, sowed  
sprout, sprouted  
stand, stood

### Nouns

birds  
edge  
farmer  
field  
fruit  
grain  
ground  
parable  
path  
plants  
roots  
seed  
soil  
story  
sun  
thorn

### Opposites

large.....small  
sit .....stand  
rocky .....smooth  
deep .....shallow  
young .....old

### Prepositions

among  
around  
beside  
into

## A. Action Verbs

1. **to bear, bore:** to hold up or support; to bring forth fruit; to produce.
  - a. Good plants **bear** good grain.
  - b. The man **is bearing** a heavy pack on his back.
  - c. **Don't bear** too heavy a load.
  - d. The tree **bore** a lot of fruit last year.



2. **to begin, began:** to start.
  - a. Class **begins** at ten o'clock.
  - b. You **are beginning** to speak English.
  - c. **Don't begin** without me.
  - d. Jesus **began** to tell a story.



3. **to burn, burned:** to set on fire; to injure by fire or heat.
  - a. The sun **burns** the young plants.
  - b. He **is burning** the letter.
  - c. **Don't burn** your food.
  - d. The sprout **burned** and dried up.



4. **to choke, choked:** to stop the breath; to kill a plant by not giving it air, water, or room to grow.
  - a. He **chokes** on the food.
  - b. The thorn bush **is choking** the young plant.
  - c. **Don't choke** on that piece of meat.
  - d. The smoke **choked** the fireman.



# UNIT 8, LESSON 1

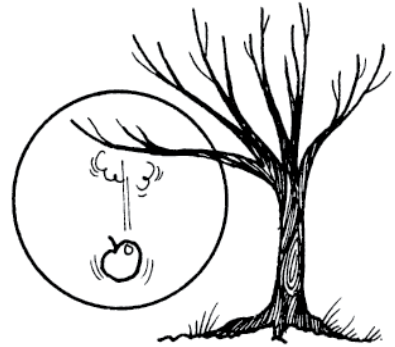
5. **to dry (up), dried (up):** to make or become dry; to remove the water.

- Please **dry** the dishes.
- The plants **are drying up** in the sun.
- The sun **dries** the clothes quickly.
- The plant **dried up** and died.



6. **to fall, fell:** to come down from a higher place; to drop.

- The pencil **falls** off the table.
- The apples **are falling** from the tree.
- Don't fall** down.
- The seed **fell** on rocky ground.



7. **to gather, gathered:** to bring into one place, to collect.

- A crowd **gathers** around the boat.
- The man **is gathering** his fruit.
- Gather** all your books before you go home.
- Jesus **gathered** his disciples around him.



8. **to grow, grew:** to become bigger.

- The plant **grows** well in the good soil.
- My plants **are growing** fast.
- The plant **doesn't grow** in rocky ground.
- The disciples **grew** in knowledge as Jesus taught.





9. **to scatter, scattered:** to throw here and there.

- Mary **scatters** her books all over the floor.
- The farmer **is scattering** the seeds.
- Don't scatter** the seed on rocky ground.
- I **scattered** my papers when I fell.



10. **to sow, sowed:** to scatter seed on the ground;  
to plant seed.

- The farmers **sow** seed every year.
- Mary **is sowing** seed in her flower garden.
- Don't sow** seed there. The ground is rocky.
- Jesus **sowed** seeds of love.

11. **to sprout, sprouted:** to begin to grow.

- Seeds **sprout** in the spring.
- My plant **is sprouting** a new branch.
- Sprout** quickly, little seed.
- The seeds **sprouted** quickly after the rain.



12. **to stand, stood:** to be upright on one's feet.

- I **stand** as I listen to the children.
- The teacher **is standing**.
- Don't stand**; please sit.
- The crowd **stood** at the water's edge.



# UNIT 8, LESSON 1

## B. Opposites to learn

large.....small  
sit .....stand  
rocky .....smooth  
deep.....shallow  
young.....old

## C. Fill in the blank with the correct opposite.

1. She \_\_\_\_\_ because she was tired, but I \_\_\_\_\_ because I was excited. (sat, stood)
2. Your thick book is \_\_\_\_\_, but my thin book is \_\_\_\_\_. (large, small)
3. The baby is \_\_\_\_\_, but the grandmother is \_\_\_\_\_. (old, young)
4. Lake Galilee is \_\_\_\_\_, but the boat is \_\_\_\_\_. (shallow, deep)
5. The path around the lake is \_\_\_\_\_, but the path to the village is \_\_\_\_\_ . (rocky, smooth)

## III. GRAMMAR AND DRILLS

### A. Past tense of the verb *to be*.

To Be	Present Tense		Past Tense	
	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

Examples: Jesus **was** in the boat.  
The disciples **were** on the shore.



B. **Was and were** are used in sentences that begin with *there*.

Example: **There was** a man who went out to sow grain.

C. **Change these sentences to past tense.**

Example:

Peter is a disciple.

Peter **was** a disciple. \_\_\_\_\_

1. The sower is in the field.

\_\_\_\_\_

2. They are in the boat.

\_\_\_\_\_

3. There are seeds on the rocky soil.

\_\_\_\_\_

## IV. PRONUNCIATION

Long vowel: ***o /ō/*** as in ***robe***

go	boat	home	old	show
grow	own	coat	hold	nose
so	over	note	both	clothes

Short vowel ***o /ō/***

not  
cop  
got  
rob  
rod  
hop

Long vowel ***o /ō/***

note  
cope  
goat  
robe  
rode  
hope

# UNIT 8, LESSON 1

## V. WRITING

Study the examples. Write an ad to sell a brass bed, box springs, and mattress that have been used 6 months. Set a price and give a phone number.

Example:

Refrigerator, frost free, white, Admiral.  
Very good condition, \$125, 439-0500.

Sofa bed. Excellent condition. Ivory color.  
Modern style. \$100. 762-5420.

Table/kitchen and 4 matching chairs. Good  
condition, \$65. 934-2282 after 6 p.m.

## VII. MEMORY VERSE

“Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap.”

Galatians 6:7, KJV

## VIII. HOMEWORK

### A. Change these sentences to past tense.

1. The seeds are in good soil.

\_\_\_\_\_

2. The thorn bushes are in the way.

\_\_\_\_\_

3. John is in the boat.

\_\_\_\_\_

4. The crowd is on the shore.

\_\_\_\_\_

5. I am late.

\_\_\_\_\_

6. I am at the shop.

\_\_\_\_\_

**B. Change these sentences to present tense.**

- |                                      |  |
|--------------------------------------|--|
| 1. I was angry.                      |  |
| 2. Levi was an outcast.              |  |
| 3. The disciples were in the crowd.  |  |
| 4. We were late for class.           |  |
| 5. They were with us.                |  |
| 6. Peter was on his way to the lake. |  |

**C. Verb Work—fill in the blanks.**

- |                    |                         |                   |
|--------------------|-------------------------|-------------------|
| present            | 1. <u>to bear</u>       | 1. <u>to burn</u> |
| present question   | 2. <u>Does it bear?</u> | 2. _____          |
| present negative   | 3. _____                | 3. _____          |
| present continuous | 4. _____                | 4. _____          |
| imperative         | 5. _____                | 5. _____          |
| polite imperative  | 6. _____                | 6. _____          |
| let's              | 7. _____                | 7. _____          |

# UNIT 8, LESSON 1

## D. Change to past tense.

1. is walking \_\_\_\_\_
2. are \_\_\_\_\_
3. am \_\_\_\_\_
4. are talking \_\_\_\_\_
5. is \_\_\_\_\_

## E. Make questions using *does/do*.

1. he plants \_\_\_\_\_
2. it sprouts \_\_\_\_\_
3. I scatter \_\_\_\_\_

# Unit 8, Lesson 2

I. Again Jesus began to teach beside Lake Galilee. The crowd that gathered around him was so large that he got into a boat and sat in it. The boat was out in the water, and the crowd stood on the shore at the water's edge. He used parables to teach them many things, saying to them: "Listen! Once there was a man who went out to sow grain. As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn't deep. Then, when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. Some of the seed fell among thorn bushes, which grew up and choked the plants, and they didn't bear grain. But some seeds fell in good soil, and the plants sprouted, grew, and bore grain: some had thirty grains, others sixty, and others one hundred."

Mark 4:1-8, GNB



Jesus



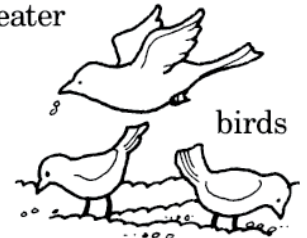
Lake Galilee



water



amphitheater



birds



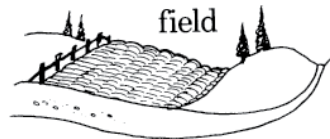
fruit



rocky ground



grain, wheat



field

path

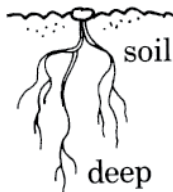


to choke,  
choked

thorn



plant

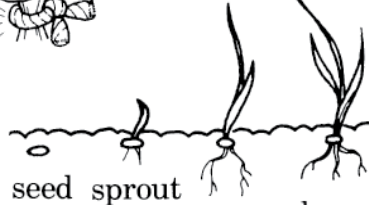


soil

deep



thorn bush



seed sprout

grow

bear grain



to sow grain  
to scatter seed  
scatter, scattered

# UNIT 8, LESSON 2

## A. Dialogue

- RUBEN: I love these stories and parables that Jesus tells. I could listen for hours.
- ELI: So could I. Jesus makes God seem so near. He brings God into all we do.
- RUBEN: Yes. Think about the field and the man sowing seed. That story Jesus told us stays in my mind. I keep thinking about the thorn bushes that choked the plants.
- ELI: And the plants that dried up because they had no roots. Jesus does make us think. He isn't like the other teachers.

## B. Reading Comprehension Questions

1. What does Ruben love to hear?
2. How long could he listen to Jesus?
3. What does Eli like about Jesus' teaching?
4. What does Ruben keep thinking about?
5. What part of the parable does Eli think about?
6. Why is Jesus not like other teachers?

## II. VOCABULARY

### A. Nouns

1. **bird:** an animal that has wings, feathers, two legs, and a beak or bill.



2. **bush:** a woody plant smaller than a tree.



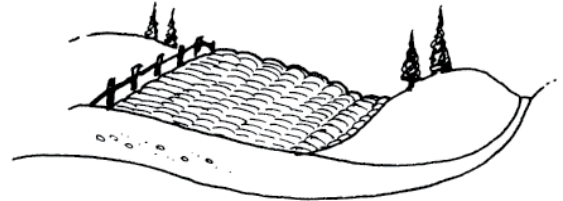
3. **edge:** the line or place where something ends.



4. **farmer:** a person who raises crops or animals on a farm.



5. **field:** a piece of land with few or no trees.



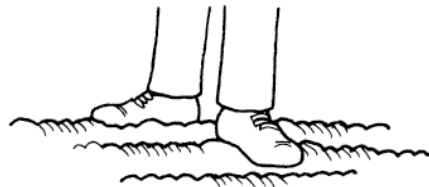
6. **fruit:** a juicy or fleshy product of a tree, bush, shrub, or vine. Apples, oranges, and bananas are fruits.



7. **grain:** seed or seed-like product of wheat, corn, or rice.



8. **ground:** the solid part of the earth's surface.



## UNIT 8, LESSON 2

9. **parable:** a brief story used to teach some moral lesson or truth.



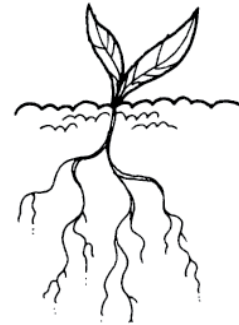
10. **path:** a way made by people or animals walking.



11. **plant:** any living thing that is not an animal. Trees, shrubs, vines, grass, vegetables are all plants.



12. **root:** the part of a plant that grows down into the soil, holds the plant in place, and absorbs water and food from the soil.



13. **seed:** the part of a plant from which a flower, vegetable, or other plant grows.



14. **soil:** the ground or earth.

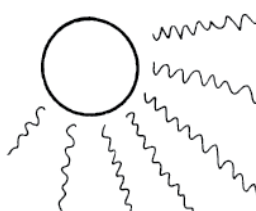




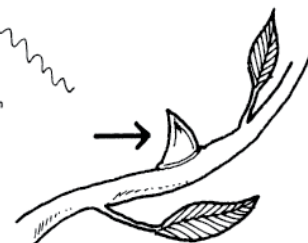
15. **story:** an account of some happening or group of happenings.



16. **sun:** the brightest heavenly body in the sky.



17. **thorn:** a sharp point on a stem or branch of a tree or other plant.



**B. Fill in the blanks with the correct nouns.**

1. A man who grows plants on a farm is called a \_\_\_\_\_.
2. People sat on the land at the \_\_\_\_\_ of the water.
3. The plants grow in \_\_\_\_\_ or \_\_\_\_\_.
4. The \_\_\_\_\_ shines and it is day.
5. Jesus told the people stories called \_\_\_\_\_.
6. Jesus taught by telling \_\_\_\_\_ or \_\_\_\_\_.
7. A bush is a \_\_\_\_\_. Its \_\_\_\_\_ grow under the ground.
8. Many flowers also have \_\_\_\_\_ that are sharp.
9. You plant \_\_\_\_\_ in the soil. The plants grow and bear \_\_\_\_\_.
10. An apple is a \_\_\_\_\_.

## UNIT 8. LESSON 2

11. The cows walk in the field and make a \_\_\_\_\_.
12. The \_\_\_\_\_ sings in the tree.
13. A plant smaller than a tree is a \_\_\_\_\_.

### C. Prepositions

1. **among:** one of; with; surrounded by.

The seed fell **among** thorn bushes.

I am **among** friends.

2. **around:** in a circle about.

Draw a circle **around** the prepositional phrase.

3. **beside:** by the side of; close to; near.

Jesus walked **beside** the shore.

4. **into:** to the inside of, toward and inside.

Jesus got **into** a boat to teach.

### D. Practice—Circle all the prepositional phrases and underline the prepositions. Remember a prepositional phrase is a preposition with a noun or pronoun and related words.

Jesus began to teach beside Lake Galilee. The crowd around Him was so large that Jesus got into a boat and sat in it. The boat was in the water and the crowd stood on the shore at the water's edge.

## III. GRAMMAR AND DRILL

## A. Review of the verb tenses: present, present continuous, imperative.

1. **Present tense** is used for action in the present time. Use the basic form of the verb except with *he/she/it* (third person singular) when *s* or *es* is added. (I answer. He answers. I go. He goes. You run. He runs.)

In a question and a negative, the basic form of the verb is used after **do** or **does**. (Do I answer? Does he answer? I **don't** answer. He **doesn't** answer. Do I go? Does he go? I **don't** go. He **doesn't** go. Do you run? Does he run? You **don't** run. He **doesn't** run.)

2. **Present continuous** is used for an action that is taking place at the present time. It is sometimes used with the word **not**. It is formed by using the correct form of verb **to be** plus a verb with an **ing** ending.

(**be + verb + ing**)

I am answering.

He is running.

I am going.

Questions are formed using:

(**be + subject + verb + ing**)

Am I answering?

Am I going?

Is he running?

Negatives are formed using:

(**subject + be + not + verb + ing**)

I am not answering.

I'm not answering.

3. **Imperative** uses the basic form of the verb with the subject **you** understood. (**Answer me.**)

Negative: Don't answer.

Polite: Please answer.

# UNIT 8, LESSON 2

## B. Past Tense

1. Explanation: Much of the Scripture is written in the past tense; therefore, this is not new. Tense means time. Past time is indicated in regular verbs by the addition of **d** or **ed** to the basic form of the verb. Many verbs that end in the consonant **y** change the **y** to **i**, and add **ed**.

carry, carried                      study, studied  
dry, dried                              worry, worried  
hurry, hurried

The past tense form is the same for all persons.

<b>to scatter</b>	<b>Past Tense</b>	
<b>Person</b>	<b>Singular</b>	<b>Plural</b>
First	I scattered	we scattered
Second	you scattered	you scattered
Third	he scattered she scattered it scattered	they scattered

Questions and negatives in past tense use the auxiliary verb **did**. (**Did** I scatter? I **didn't** scatter.)

Use the contracted form **didn't** for **did not** in speaking and in most writing. ALWAYS use the basic form of the verb with **did** and **didn't**.

past tense:                      I gathered  
past negative:                      I didn't gather.  
past question:                      Did I gather?

## 2. Examples

a. Change these sentences to past tense. Add the word *yesterday*.

Example: The man scatters his seed.

The man **scattered** his seed **yesterday**.

---

1) The seed sprouts into a young plant.

---

2) A crowd gathers around Lake Galilee.

---

3) The sun burns the plant.

---

4) It dries up.

---

5) The thorn bush chokes the plant.

---

b. Change these sentences to questions.

Example: The Pharisees watched Jesus.

Did the Pharisees watch Jesus?

---

1) Jesus used parables to teach.

---

2) The seeds sprouted.

---

3) The people listened to Jesus.

---

# UNIT 8, LESSON 2

4) Jesus answered their questions.

---

5) The disciples loved Jesus.

---

c. Make these sentences negative.

Example:   The seeds sprouted.  
              The seeds didn't sprout.

---

1) The people dared to follow him.

---

2) The Pharisees listened to Jesus.

---

3) The man sowed the grain.

---

4) Some seed fell among the thorn bushes.

---

5) The birds ate some of the seeds.

---

## IV. PRONUNCIATION

Long **u** /**ū**/ as in **use**.

use	due	cure	mute	music	few
fuse	cute	you	abuse	argue	hue

Short **u** /**ǔ**/

us  
cut  
mutt

Long **u** /**ū**/

use  
cute  
mute

Short **u** /**ǔ**/

fuss  
mull  
jut

Long **u** /**ū**/

fuse  
mule  
jute

## V. WRITING

You have bought a new Always Fresh Coffee maker. It doesn't keep the coffee hot. You want to return it to the manufacturer for a refund. The manufacturer's address is:

Always Fresh Company  
727 Red Road  
Johnson, WV 10001

Write a letter to send with the package.

## VII. MEMORY VERSE

“So let us not become tired of doing good; for if we do not give up, the time will come when we will reap the harvest.”

Galatians 6:9, GNB

## VIII. HOMEWORK

### A. Write the correct past tense verb form.

Present	Past Past	Negative	Past Question
1. bear	bore _____	didn't bear _____	Did he bear? _____
2. begin	_____	_____	_____
3. burn	_____	_____	_____
4. choke	_____	_____	_____
5. dry up	_____	_____	_____
6. fall	_____	_____	_____
7. gather	_____	_____	_____
8. grow	_____	_____	_____

## UNIT 8, LESSON 2

8. grow \_\_\_\_\_
9. scatter \_\_\_\_\_
10. sow \_\_\_\_\_
11. sprout \_\_\_\_\_
12. stand \_\_\_\_\_

**B. Copy the verses Mark 4:3-8. Underline all prepositional phrases.**

---

---

---

---

---

---

---

---



# Unit 8, Lesson 3

I. Again Jesus began to teach beside Lake Galilee. The crowd that gathered around him was so large that he got into a boat and sat in it. The boat was out in the water, and the crowd stood on the shore at the water's edge. He used parables to teach them many things, saying to them: "Listen! Once there was a man who went out to sow grain. As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn't deep. Then, when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. Some of the seed fell among thorn bushes, which grew up and choked the plants, and they didn't bear grain. But some seeds fell in good soil, and the plants sprouted, grew, and bore grain: some had thirty grains, others sixty, and others one hundred."

Mark 4:1-8, GNB



Jesus



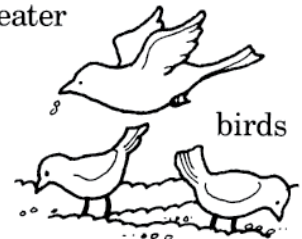
Lake Galilee



water



amphitheater



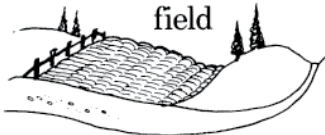
birds



fruit



grain, wheat



path

field



rocky ground

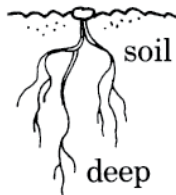


to choke,  
choked

thorn



plant

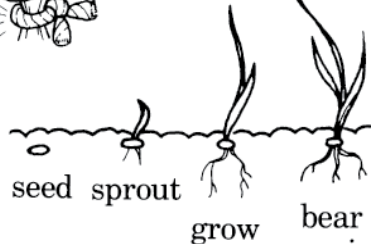


soil

deep



thorn bush



seed sprout

grow

bear  
grain



to sow grain  
to scatter seed  
scatter, scattered

## UNIT 8, LESSON 3

### A. Dialogue

JOE JOHNSON: I want to see Mr. Thomas. Is he very sick?

NURSE: Yes, he is.

JOE JOHNSON: Mr. Thomas was my Bible teacher when I was a teenager. I did not listen well. I was like the “rocky ground” in the story he told us.

NURSE: I don’t understand. What do you mean?

JOE JOHNSON: When I was a boy, this man planted the word of God in my heart. When I left home, I had many problems. Then I would remember what Mr. Thomas taught me. His words helped me. I made the decision to read the Bible and to try to obey Jesus. This changed my life. Now I must say “Thank you.” Do you think I could see him?

NURSE: Yes, but only for a moment.

JOE JOHNSON: Mr. Thomas, this is Joe Johnson. Do you remember me?

MR. THOMAS: Yes. I remember you. I think I remember you were a little wild. I remember teaching you the story that Jesus taught about the soil. It seems to me you are the good soil instead of rocky ground.

JOE JOHNSON: Yes, sometimes the seeds you plant take awhile to sprout. Thank you for helping me grow to be a man of God. I owe a lot to you.

MR. THOMAS: Thank you for remembering me. I am pleased that the good seeds in your life are producing much fruit.

## B. Reading Comprehension Questions

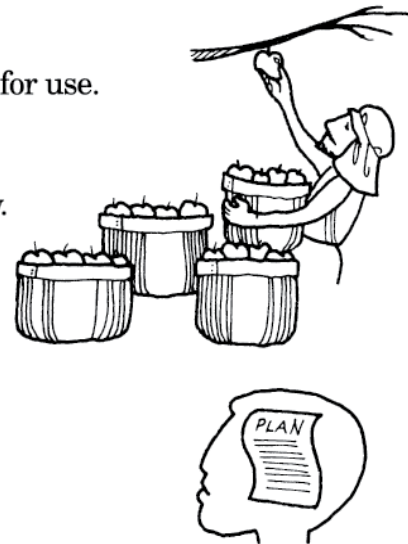
1. Who does Joe Johnson want to see?
2. How sick is Mr. Thomas?
3. Who is Joe Johnson?
4. What did Mr. Thomas do for Joe Johnson?
5. What did Mr. Thomas plant?
6. Where did he plant them?
7. What happened when Joe Johnson left home?
8. What did he remember?
9. What did Joe Johnson begin to do?
10. What does he want to tell Mr. Thomas?
11. What does Mr. Thomas remember?
12. Was Joe Johnson “good soil” or “rocky soil”?

## II. VOCABULARY

Adjectives	Nouns	Verbs
kind wild	decision harvest	to harvest, harvested to intend, intended to produce, produced

### A. Action Verbs

1. **to harvest, harvested:** to gather and bring in for use.
  - a. We **harvest** food in the autumn.
  - b. The farmers **harvested** a big rice crop.
  - c. Simon **was harvesting** the grain yesterday.
2. **to intend, intended:** to have in mind as a purpose, to plan.
  - a. He **intends** to be in class tomorrow.
  - b. He **intended** to be here on time.



# UNIT 8, LESSON 3

3. **to produce, produced:** to make, to bring about, to bring forth.

- a. The farmer **produces** food.
- b. The trees **produced** many apples.



## B. Nouns

1. **decision:** a position arrived at after making up one's mind.



2. **harvest:** a time of gathering in grain and other food.



## C. Adjectives

1. **kind:** doing good rather than harm.
2. **wild:** living or growing in forest or fields; not tame.

## D. Fill in the blank with the correct verb, noun, or adjective from the vocabulary.

1. The farmer had a great \_\_\_\_\_ from the fields.
2. The fields \_\_\_\_\_ much grain.
3. As a boy Joe Johnson was \_\_\_\_\_, but now he is a \_\_\_\_\_ man.
4. Do you \_\_\_\_\_ to take that job?
5. I have made a \_\_\_\_\_. I will take the job.
6. The farmer \_\_\_\_\_ the field.

## III. GRAMMAR AND DRILL

- A. **Past tense negative of *to be*.** The negative is formed by adding *not*. The contraction (*wasn't, weren't*) is almost always used in conversation and in writing.

to be		Negative Past Tense	
Person	Singular	Plural	
First	I wasn't	we weren't	
Second	you weren't	you weren't	
Third	he wasn't she wasn't it wasn't	they weren't	

Questions are formed by putting ***to be*** before the subject.

Was I . . . ?	Were we . . . ?
Were you . . . ?	Were you . . . ?
Was he/she/it . . . ?	Were they . . . ?

Change these sentences to questions and negative sentences.

Example:

I ***was*** at the shore.

***Was*** I at the shore? \_\_\_\_\_

***I wasn't*** at the store. \_\_\_\_\_

1. You were with me.

\_\_\_\_\_

\_\_\_\_\_

## UNIT 8, LESSON 3

2. They were late for dinner.

\_\_\_\_\_

3. He was in the boat.

\_\_\_\_\_

4. The disciples were among the crowds.

\_\_\_\_\_

### B. Nouns name persons, places, or things.

Underline the nouns in the following paragraph:

“Listen! Once there was a man who went out to sow grain. As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn’t deep. Then, when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. Some of the seed fell among thorn bushes, which grew up and choked the plants, and they didn’t bear grain. But some seeds fell in good soil, and the plants sprouted, grew, and bore grain: some had thirty grains, others sixty, and others one hundred.”

Mark 4:3-8, GNB

## IV. PRONUNCIATION

### A. Pronunciation of past tense regular verbs.

1. If the verb ends in **t** or **d**, pronounce the ending as a separate syllable **id**. (started)
2. If the verb ends in a voiceless sound, pronounce the ending as a **/t/**. (picked)
3. If the verb ends in a voiced sound, pronounce the ending as a **/d/**. (killed)

### B. Fill in the blanks with the past tense.

/id/ (separate syllable)	/t/	/d/
1. sprout _____	8. choke _____	15. burn _____
2. start _____	9. stretch _____	16. dry _____
3. cheat _____	10. stop _____	17. gather _____
4. collect _____	11. pick _____	18. scatter _____
5. doubt _____	12. walk _____	19. accuse _____
6. intend _____	13. produce _____	20. allow _____
7. harvest _____	14. help _____	21. kill _____



# UNIT 8, LESSON 3

## V. WRITING

- A. Write the story in your own words.
- B. Give three reasons you like or do not like to grow plants.

## VI. SEQUENCE

Tell the story in your own words.

## VII. ADAPTATION QUESTIONS

Answer these questions in your own words.

1. Do you like to grow plants?
2. What do you do if a plant does not grow?
3. Where can you buy plants and seeds to make a garden?
4. Tell a story about planting in your country.
5. How can stories help you learn important things?

## VIII. MEMORY VERSE

“Remember that the person who plants few seeds will have a small crop; the one who plants many seeds will have a large crop.”

2 Corinthians 9:6, GNB



# Unit 8, Practice Exercises

## I. EXERCISES

### A. Write the correct past tense forms of these verbs.

- |            |       |           |       |
|------------|-------|-----------|-------|
| 1. dry     | _____ | 6. sow    | _____ |
| 2. carry   | _____ | 7. burn   | _____ |
| 3. hurry   | _____ | 8. study  | _____ |
| 4. gather  | _____ | 9. sprout | _____ |
| 5. scatter | _____ | 10. worry | _____ |

### B. Write the opposites to the following adjectives.

- |          |       |              |       |
|----------|-------|--------------|-------|
| 1. sick  | _____ | 5. dangerous | _____ |
| 2. small | _____ | 6. shallow   | _____ |
| 3. stand | _____ | 7. front     | _____ |
| 4. rocky | _____ | 8. young     | _____ |
|          |       | 9. here      | _____ |

### C. Underline the complete verb in the following sentences.

1. Jesus taught using a parable.
2. Did the seeds sprout in rocky soil?
3. Some seed fell in good soil.
4. Listen!
5. The crowds are listening to the parable.
6. When did the sun come up?
7. The plant bore much grain.
8. Birds eat the seeds of grain.
9. Did the thorn bush choke the plants?
10. In some places, the soil is shallow.

# UNIT 8, PRACTICE EXERCISES

D. In the following sentences, *circle* the nouns, *underline* the verbs, and *put two lines* under the prepositional phrases.

Example: Jesus is teaching on the shore of Lake Galilee.

(Jesus) is teaching on the (shore) of (Lake Galilee).

1. The crowd is listening to the parable.
2. A man scattered his seed in a field.
3. Some seed fell along the path.
4. The birds came behind the man and ate his seed.
5. Rocky ground has little soil for seed.
6. The seed among thorn bushes did not sprout.
7. The people sat beside the lake.
8. The disciples walked among their friends.
9. Samuel is joining the crowd around the boat.
10. That seed fell in good ground.

E. Pronounce the following past tense verbs. Then write in the blank either a /d/, a /t/, or /id/ to show the final sound.

- |               |       |               |       |
|---------------|-------|---------------|-------|
| 1. controlled | _____ | 11. completed | _____ |
| 2. loved      | _____ | 12. dared     | _____ |
| 3. stretched  | _____ | 13. doubted   | _____ |
| 4. started    | _____ | 14. helped    | _____ |
| 5. harmed     | _____ | 15. liked     | _____ |
| 6. returned   | _____ | 16. obeyed    | _____ |
| 7. joined     | _____ | 17. picked    | _____ |
| 8. needed     | _____ | 18. preached  | _____ |
| 9. cheated    | _____ | 19. talked    | _____ |
| 10. collected | _____ | 20. seeded    | _____ |

## UNIT 8, PRACTICE EXERCISES

- F. **Change the following statements into past tense questions. Remember that the use of *do* or *did* requires the base form of the verb.**

Example: Jesus began to teach beside Lake Galilee.

Did Jesus begin to teach beside Lake Galilee?  
\_\_\_\_\_

1. The crowd gathered around Him.

\_\_\_\_\_

2. Jesus got into a boat.

\_\_\_\_\_

3. The crowd stood on the shore.

\_\_\_\_\_

4. Jesus used parables to teach.

\_\_\_\_\_

5. A man went out to sow grain.

\_\_\_\_\_

6. He scattered the seed in the field.

\_\_\_\_\_

7. It fell along the path.

\_\_\_\_\_

8. Birds came to eat it up.

\_\_\_\_\_

9. The seeds sprouted.

\_\_\_\_\_

10. The sun burned the young plants.

\_\_\_\_\_

# UNIT 8, PRACTICE EXERCISES

## G. Change the following statements into negative statements.

Example: The seed soon sprouted

The seed didn't soon sprout.

---

1. The sun came up.

---

2. It burned the young plants.

---

3. The roots grew deep enough.

---

4. The plants dried up.

---

5. The seed fell among the thorn bushes.

---

6. They choked the plants.

---

7. They bore grain.

---

8. The plants sprouted.

---

**H. Contractions, or a shortened form, are often used in English. Make contractions of the bold print words.**

1. **I am** a disciple of Jesus. \_\_\_\_\_
2. **You are** his friend. \_\_\_\_\_
3. **She is** telling about him. \_\_\_\_\_
4. **It is** early in the morning. \_\_\_\_\_
5. **We are** sitting on the shore. \_\_\_\_\_
6. I **do not** have any food. \_\_\_\_\_
7. He **does not** see over the crowd. \_\_\_\_\_
8. They **do not** understand the parable. \_\_\_\_\_
9. Jesus **did not** teach too much. \_\_\_\_\_

**I. Fill in the correct past tense, question form, and negative form of the verb *to be*.**

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

# UNIT 8. PRACTICE EXERCISES

to be Question Form		
Person	Singular	Plural
First	_____ I?	_____ we?
Second	_____ you?	_____ you?
Third	_____ he? _____ she? _____ it?	_____ they?

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

## II. VOCABULARY

### A. Verbs

bear, bore  
 begin, began  
 burn, burned  
 choke, choked  
 dry up, dried up  
 fall, fell  
 gather, gathered  
 grow, grew  
 harvest, harvested  
 produce, produced  
 scatter, scattered  
 sow, sowed  
 sprout, sprouted  
 stand, stood

### Nouns

bird  
 bush  
 decision  
 farmer  
 field  
 fruit  
 grain  
 ground  
 harvest  
 parable  
 path  
 plants  
 roots  
 seed  
 soil  
 story  
 sun  
 thorn

### Prepositions

among  
 around  
 beside  
 into

### Adjectives

kind  
 wild

### Opposites

large..... small  
 sit ..... stand  
 rocky ..... smooth  
 deep ..... shallow  
 young..... old

# UNIT 8, PRACTICE EXERCISES

## B. Related Words

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

Sentence	Adjective	Noun	Verb
a.	beginner	beginner	to begin, began
b.	burned	burn	to burn, burned
c.		decision	to decide, decided
d.		harvest	to harvest, harvested
e.		plant	to plant, planted
f.		sower	to sow, sown
g.		sprout	to sprout, sprouted

2. Sentences using words in the preceding list.

- a. Adjective: The **beginner** class is in room 10.  
Noun: The **beginner** forgot his English book.  
Verb: We **begin** class at 6:00 p.m.
- b. Adjective: The **burned** house looks bad.  
Noun: The **burn** on her arm was painful.  
Verb: The sun **burned** the plants.
- c. Noun: My **decision** is to go with you.  
Verb: He **decided** to follow Jesus.
- d. Noun: The **harvest** gives us lots of food to eat.  
Verb: The farmer **harvested** the rice.
- e. Noun: My **plant** needs water and sunlight.  
Verb: The farmer **plants** his crops.
- f. Noun: A **sower** is a farmer.  
Verb: He **sows** his rice crop.
- g. Noun: The corn **sprout** is growing.  
Verb: The corn **sprouted** last night.



## III. A DEEPER LOOK

1. Why did Jesus teach in parables?
2. Tell about the way Jesus spoke from a boat to a crowd on the shore.
3. Why was Jesus not teaching in the synagogue?
4. Why did Jesus tell the story about a farmer?
5. What kind of soil are you for the Word of God?

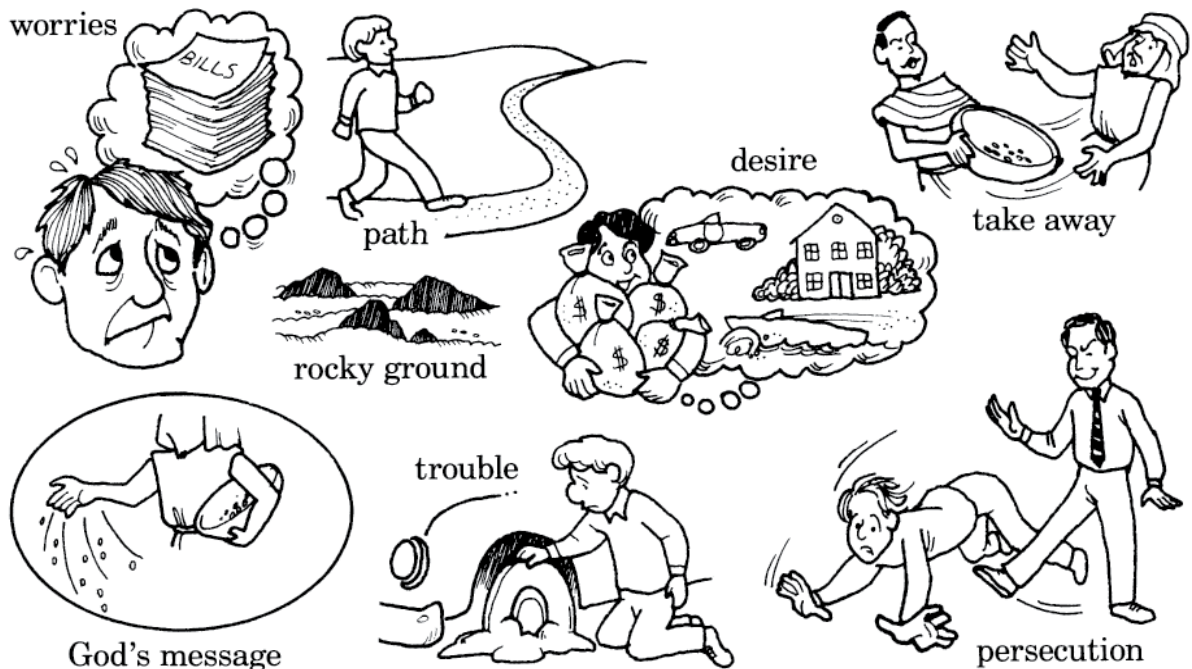


# Unit 9, Lesson 1

I. Then Jesus asked them, “Don’t you understand this parable? How, then, will you ever understand any parable?”

“The sower sows God’s message. Some people are like the seeds that fall along the path; as soon as they hear the message, Satan comes and takes it away. Other people are like the seeds that fall on rocky ground. As soon as they hear the message, they receive it gladly. But it does not sink deep into them, and they don’t last long. So when trouble or persecution comes because of the message, they give up at once. Other people are like the seeds sown among the thorn bushes. These are the ones who hear the message, but the worries about this life, the love for riches, and all other kinds of desires crowd in and choke the message, and they don’t bear fruit. But other people are like seeds sown in good soil. They hear the message, accept it, and bear fruit: some thirty, some sixty, and some one hundred.”

Mark 4:13-20, GNB



# UNIT 9, LESSON 1

## A. Dialogue

SUE: Do you understand the parable about the sower?

JANE: I am not sure. Do you?

SUE: Let's read the parable again. Sometimes reading many times helps.

JANE: You are right. Why don't you read aloud, and I shall follow in my book?

## B. Core Sentences

1. Do you understand the parable?
2. The seed is the message of God.
3. The ground is different kinds of people.
4. Satan takes away God's message from some.
5. Others hear it gladly, but it doesn't last long.
6. It doesn't mean a lot to them.
7. When trouble comes, they give up.
8. Some people are like seeds sown among the thorn bushes.
9. The thorn bushes are the worries of life.
10. Love for riches are thorns that choke the message of God.
11. Other people are like seeds sown in good soil.
12. They hear the message of God.
13. They accept it.
14. Their lives show good changes for God.
15. Some change more than others.

## C. Reading Comprehension Questions

1. Who explains the parable?
2. What is the seed?
3. What is the ground?
4. Where do the seeds fall?
5. Who takes away the seeds that fall on the path?
6. How do the people who are like rocky ground receive the message?
7. What happens to the message?
8. What happens when trouble comes?
9. What is trouble?

10. What happens when you are treated badly?
11. What are the thorn bushes?
12. How do desires crowd out God's will?
13. What is good soil?
14. What does it mean "to bear fruit"?

## II. VOCABULARY

Verbs		Nouns	Buzz Words	Prepositions
to accept, accepted to ask, asked to crowd in, crowded in to explain, explained to give up, gave up to happen, happened to last, lasted to receive, received to sink (deep), sank (deep)		fruit sower trouble worries	then ever at once	like
People	Adverb	Question Word	Adjective	Auxiliary Verb
Satan	gladly	how	glad	can

### A. Action Verbs

1. **to accept, accepted:** to take or receive what is offered; to believe.
  - a. Some people **accept** God's message.
  - b. The believer **is accepting** the teachings of Jesus.
  - c. I **accepted** your gift.
  - d. **Did** you **accept** help from people?
  - e. John **didn't accept** my idea.



## UNIT 9, LESSON 1

2. **to ask, asked:** to try to find out by words; to inquire; to invite.
- The class often **asks** the teacher a question.
  - The teacher **is asking** people to sit down.
  - Jesus **asked** if the disciples understood.
  - Did** you **ask** many questions?
  - Sam **didn't ask** me to explain.



3. **to crowd (in), crowded (in):** to collect in large numbers; to press forward; to fill too full.
- Too many desires **crowd in** and choke the message.
  - The students **are crowding** into the classroom.
  - She **crowded** her car with too many children.
  - Did** he **crowd into** the boat?
  - The birds **didn't crowd** around the seed.



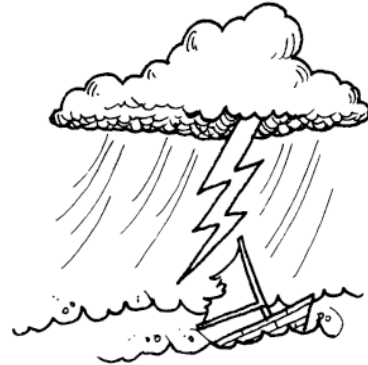
4. **to explain, explained:** to make plain or clear; to give reasons for.
- The teacher **explains** the lesson.
  - I **am explaining** the verbs.
  - Jesus **explained** the meaning of the parable.
  - Did** you **explain** to your friend?
  - The Pharisees **didn't explain** their problems.



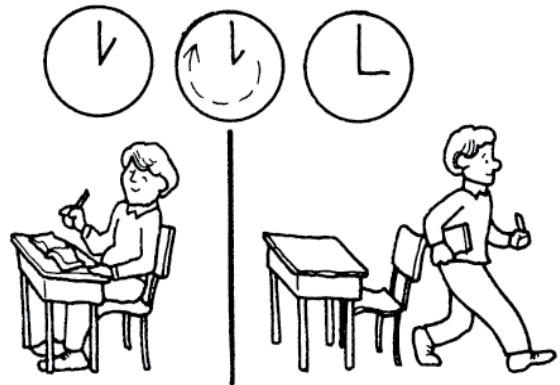
5. **to give (up), gave (up):** to hand over; surrender; stop trying.
- Some people **give up** when they have troubles.
  - He isn't working. He's **giving up**.
  - Ruth **gave up** her freedom to speak.
  - Did Jesus give up** on people?
  - The Pharisees **didn't give up** their belief in the Law.



6. **to happen, happened:** to come about; to take place; to occur.
- Nothing **happens** here.
  - Accidents **are happening** in the storm.
  - We **happened** to meet our friends at the store.
  - The accident **didn't happen** during the storm.
  - When **did it happen**?



7. **to last, lasted:** to go on; to hold out; to endure; to continue.
- English class **lasts** for one hour.
  - The books **are lasting** for one year.
  - The TV show **lasted** for two hours.
  - The players **didn't last** long after the game.
  - How long did the class **last**?





# UNIT 9, LESSON 1

8. **to receive, received:** to take into one's hands; to be given.
- a. He **receives** a letter from home.
  - b. She **is receiving** the news well.
  - c. He **received** twenty dollars yesterday.
  - d. They **didn't receive** the message.
  - e. **Did you receive** my message in time?
9. **to sink, sank:** to go down; to go lower and lower.
- a. The car **sinks** into the snow.
  - b. The message of God **is sinking** deeply into my thoughts.
  - c. The ship **sank** into the sea.
  - d. The message **did not sink** deeply into their hearts.
  - e. **Did you sink** deeply into the mud?



**B. Using the preposition *like*. *Like* means “similar to.” Circle all the prepositional phrases in the following paragraph.**

Some people are like the seeds that fall along the path. Other people are like the seeds that fall on rocky ground. The message does not sink deeply into them. Other people are like the seeds sown among the thorn bushes. These are the ones who hear the message, but the worries about this life, the love for riches, and all other kinds of desires crowd in and choke the message.



## III. GRAMMAR AND DRILL

A. **To, too, and two all sound alike.**

1. **To:** A preposition. The opposite of *from*. Used with a verb to form an infinitive.
2. **Too:** An adverb meaning *also*.
3. **Two:** The number 2. The sum of one plus one.

Examples: Please come **to** Lake Galilee with me.  
 I want **to** go home.  
 Can Simon Peter come, **too**?  
 He has **two** fish.

B. **Use the correct word: to, too, or two.**

1. The farmer went \_\_\_\_\_ his field.
2. He saw \_\_\_\_\_ men talking there.
3. One of the men asked, "Could I have a job, \_\_\_\_\_?"
4. The \_\_\_\_\_ disciples wanted \_\_\_\_\_ talk \_\_\_\_\_ Jesus, but they were \_\_\_\_\_ late.

IV. **PRONUNCIATION: h /h/ voiceless as in he.**

Initial	Medial	Contrasts	
hot	ahead	head	Ed
how	behind	high	eye
he	Ohio	hear	ear
hear	unhook	hold	old
hat	forehead	hill	ill
hard	behold	his	is

Holly O'Hara had red hair.  
 Help her hurry home.

# UNIT 9, LESSON 1

## V. WRITING

**Write the following paragraph in the past tense.**

Barbara lives in America. She lives with her husband and children. She likes to shop in the grocery store. She buys many new things to eat. Her family likes to try American food also. They are happy in their new home.

## VI. MEMORY VERSE

“The field is the world; the good seed is the people who belong to the Kingdom; the weeds are the people who belong to the Evil One.”

Matthew 13:38, GNB

## VII. HOMEWORK

**A. Verb practice: Write each of the following verbs in the indicated tense. Use *she*.**

<b>Base Form</b>	<b>Present Question</b>	<b>Past</b>	<b>Past Question</b>
1. accept	<u>Does she accept?</u>	<u>She accepted.</u>	<u>Did she accept?</u>
2. ask	_____	_____	_____
3. crowd in	_____	_____	_____
4. explain	_____	_____	_____
5. give up	_____	_____	_____

**B. Circle the nouns, underline the verbs, and make two lines under the prepositional phrases.**

1. Jesus asked the disciples about the crowd.
2. Andrew is like his brother.
3. The message comes from God.
4. The worries about this life crowd in, and we forget about God.
5. Some people heard the message and told others about the love of God.

**C. Use the correct word: *to*, *too*, or *two*.**

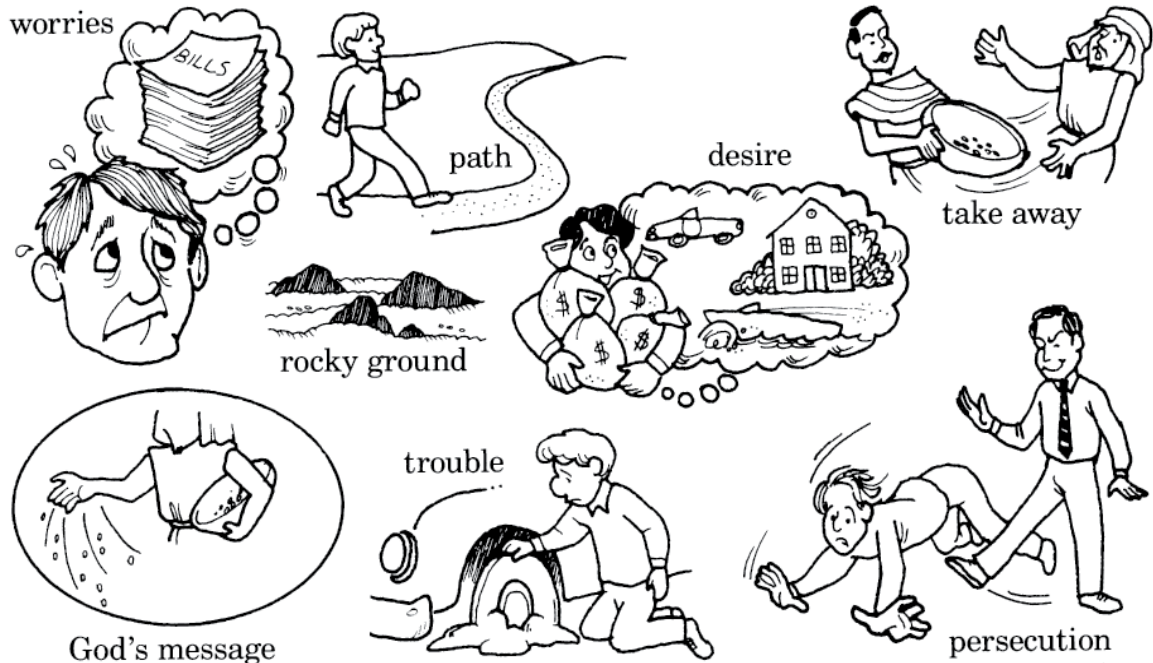
1. He asked me \_\_\_\_\_ go.
2. I found \_\_\_\_\_ dollars.
3. He, \_\_\_\_\_, is my friend.

# Unit 9, Lesson 2

- I. Then Jesus asked them, “Don’t you understand this parable? How, then, will you ever understand any parable?”

“The sower sows God’s message. Some people are like the seeds that fall along the path; as soon as they hear the message, Satan comes and takes it away. Other people are like the seeds that fall on rocky ground. As soon as they hear the message, they receive it gladly. But it does not sink deep into them, and they don’t last long. So when trouble or persecution comes because of the message, they give up at once. Other people are like the seeds sown among the thorn bushes. These are the ones who hear the message, but the worries about this life, the love for riches, and all other kinds of desires crowd in and choke the message, and they don’t bear fruit. But other people are like seeds sown in good soil. They hear the message, accept it, and bear fruit: some thirty, some sixty, and some one hundred.”

Mark 4:13-20, GNB



**A. Dialogue**

SAMUEL: Come, let's go listen to the parables of Jesus.

RUBEN: Why? Who is this teacher? I'm too busy to listen to this talk about God.

ELI: I like to listen to Jesus. He tells such good stories. But I surely don't want others to know I listen to Him. They would make fun of me.

JASON: I love Jesus, but I don't have time. I must take care of my job. My mother is sick and I want to help her. I can't find time to listen to God's message. I have too much to do.

DAVID: I heard Jesus. I knew right away God must come first in my life. I accepted God's message, and it changed my life. Now I pray and God helps me to live more fully each day. I'll go with you, Samuel.

**B. Reading Comprehension Questions**

1. How many men are speaking?
2. What does Samuel ask the others to do?
3. What is Ruben's reason for not going?
4. Why does Eli like Jesus?
5. What is he afraid of?
6. How does Jason feel about Jesus?
7. What is more important to him?
8. Who is sick?
9. Are the things Jason has to do good or bad?
10. Can good things take us away from God?
11. Why doesn't Jason have time for God?
12. What comes first for David?
13. What kind of soil is Ruben?
14. What kind of soil is Eli?
15. What kind of soil is Jason?
16. What kind of soil is David?

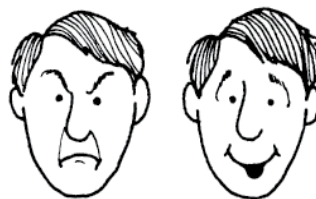
# UNIT 9, LESSON 2

## II. VOCABULARY

Nouns	Verbs	Adjectives
fruit	to care, cared	busy
persecution	to change, changed	important
sower		
troubles		
worries		

### A. Action Verbs

- to care, cared:** to feel interest; to have a liking for; to give aid to sick people.
  - God **cares** for people.
  - The doctor **is caring** for the sick man.
  - Simon **cared** about his mother-in-law.
  - Did** you **care** for your family?
  - He **didn't care** about fishing.
- to change, changed:** to make different, to put in place of another.
  - God's love **changes** people.
  - He **is changing** his shirt.
  - Jesus **changed** the disciple's lives.
  - Did** Jesus **change** the thoughts of the Pharisees?
  - Ruth **didn't change** her dress for the party.



## B. Adjectives

1. **important:** meaning much; having value.
  - a. The message of God is \_\_\_\_\_.
  - b. Jesus was an \_\_\_\_\_ teacher.
  - c. English class is \_\_\_\_\_ to me.
2. **busy:** having much to do; working.
  - a. Are you too \_\_\_\_\_ for God?
  - b. Jesus was \_\_\_\_\_ healing the sick.
  - c. The \_\_\_\_\_ doctor helped many people.

## C. Nouns

1. **fruit:** a product of plant growth; a result.
2. **persecution:** bad treatment or harm suffered because of one's beliefs.
3. **sower:** one who scatters seed.





## UNIT 9, LESSON 2

4. **trouble:** pain and sorrow; extra work.



5. **worries:** care, trouble, uneasiness.

### D. Fill in the blank with the correct noun from the above list.

1. Because he caused trouble, he gave his mother many \_\_\_\_\_.
2. \_\_\_\_\_ may come to a man because of his belief.
3. The \_\_\_\_\_ of his work was clearly seen.
4. Persecution brings many \_\_\_\_\_ to a person.
5. A farmer is a \_\_\_\_\_ of seeds.



## III. GRAMMAR AND DRILL

- A. **Past tense of irregular verbs.** Unlike regular verbs, which form the past tense by adding *ed*, irregular verbs follows no set pattern and must be memorized.

Present	Past	Present	Past
bear	bore	leave	left
begin	began	let	let
break	broke	lie	lay
catch	caught	make	made
come	came	pay	paid
eat	ate	say	said
forgive	forgave	see	saw
get	got	sit	sat
give	gave	sleep	slept
go	went	spread	spread
have	had	stand	stood
hear	heard	take	took
hurt	hurt	teach	taught
know	knew	think	thought
lead	led	wake	woke

# UNIT 9, LESSON 2

## B. Here are some irregular verbs. Change to past tense.

- |            |       |           |       |
|------------|-------|-----------|-------|
| 1. bear    | _____ | 16. catch | _____ |
| 2. break   | _____ | 17. eat   | _____ |
| 3. come    | _____ | 18. get   | _____ |
| 4. forgive | _____ | 19. go    | _____ |
| 5. give    | _____ | 20. hear  | _____ |
| 6. have    | _____ | 21. know  | _____ |
| 7. hurt    | _____ | 22. leave | _____ |
| 8. lead    | _____ | 23. lie   | _____ |
| 9. let     | _____ | 24. pay   | _____ |
| 10. make   | _____ | 25. see   | _____ |
| 11. say    | _____ | 26. sleep | _____ |
| 12. sit    | _____ | 27. stand | _____ |
| 13. spread | _____ | 28. teach | _____ |
| 14. take   | _____ | 29. wake  | _____ |
| 15. begin  | _____ | 30. think | _____ |

- C. **Questions and negatives for the past tense are formed with the auxiliary *did* followed by the basic form of the verb.**

Past Tense	Question	Negative
1. I went	<u>Did I go?</u>	<u>I didn't go.</u>
2. you went	_____	_____
3. he went	_____	_____
4. she went	_____	_____
5. it went	_____	_____
6. we went	_____	_____
7. you went	_____	_____
8. they went	_____	_____

D. **Punctuation**

An exclamation point (!) comes after a command or words of strong feeling.

Example:

Fire!

Go home!

What a ball game!

WOW!

Shut the door!

# UNIT 9, LESSON 2

## E. Write the correct punctuation at the end of the sentence.

1. How beautiful
2. I can't believe it
3. What time is it
4. A snake
5. John came home late
6. Sit down
7. Come here at once
8. What a day
9. Were you at the ball game
10. Mr. Smith talked a long time

## IV. PRONUNCIATION: *w /w/ as in we.*

### Initial      Medial

wag	beware
we	bewitch
west	always
wig	Edwin
won	tower

The woman worries about the wall. We wish you well.

### Minimal Pairs

we.....he	wide .....ride
west.....vest	way.....day
went.....vent	won .....run
we'll.....veal	worse .....verse
wake .....lake	wade .....aid
wax.....lax	week.....eek
wear .....air	wed.....led

## V. WRITING

Describe two things you do that keep you busy. Write at least six sentences.

## VI. MEMORY VERSE

“I am the vine, and you are the branches. Whoever remains in me, and I in him, will bear much fruit; for you can do nothing without me.”

John 15:5, GNB

## VII. HOMEWORK

A. **Change these statements to past tense: Add the word *yesterday*.**

Example:   Some people give up.  
              Some people gave up yesterday.

---

1. The message sinks deep in my heart.

---

2. Ruth thinks about her friends.

---

3. I have an ice cream cone.

---

4. The disciples see the boat in Lake Galilee.

---

5. The teacher begins to speak at 6 o'clock.

---

## UNIT 9, LESSON 2

### B. Change these statements into questions.

Example: Jesus said to bear fruit.  
Did Jesus say to bear fruit?  
\_\_\_\_\_

1. He saw the disciples talking.  
\_\_\_\_\_

2. Jesus ate with the disciples.  
\_\_\_\_\_

3. The message of God sank deep in my heart.  
\_\_\_\_\_

4. Jesus began to explain the parable.  
\_\_\_\_\_

5. He took the boat across the lake.  
\_\_\_\_\_

### C. Change these statements into negative statements.

Example: I went to see Jesus.  
I didn't go to see Jesus.  
\_\_\_\_\_

1. The woman took the food away.  
\_\_\_\_\_

2. Trouble came because of the message.  
\_\_\_\_\_

3. Some heard and were glad.  
\_\_\_\_\_

4. Some people bear fruit.

---

5. The man led his friend to the boat.

---

**D. Fill in the chart.**

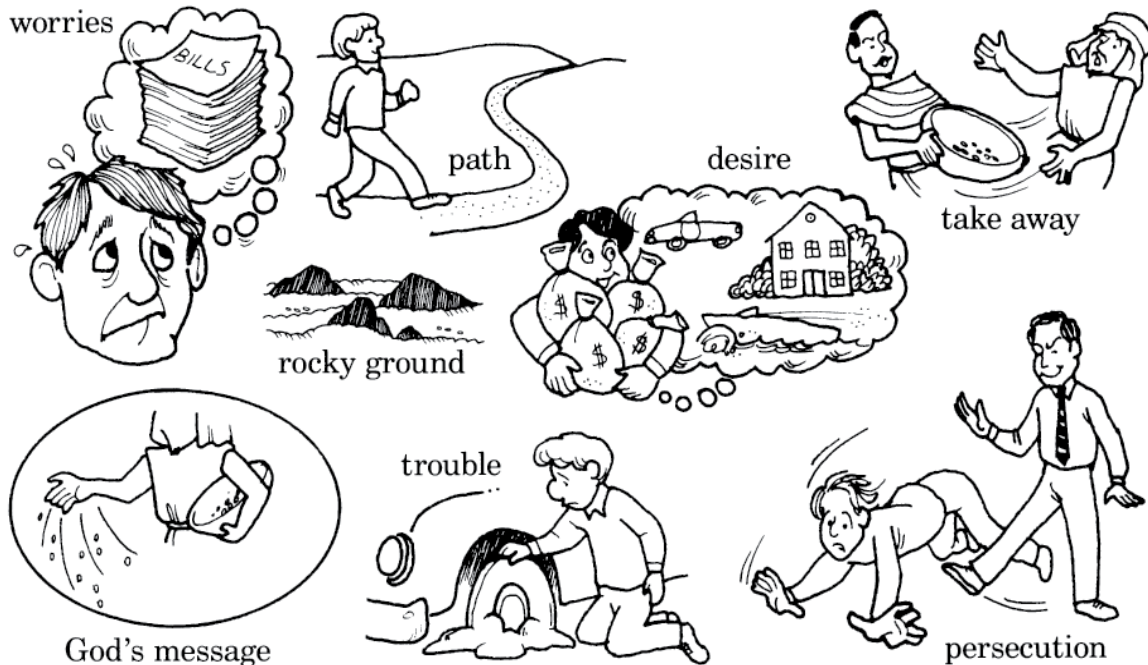
<b>verb tense</b>	<b>go (example)</b>	<b>eat</b>	<b>pay</b>
present	He goes.	1. _____	9. _____
present continuous	He is going.	2. _____	10. _____
imperative	Go!	3. _____	11. _____
present question	Does he go?	4. _____	12. _____
present negative	He doesn't go.	5. _____	13. _____
past	He went.	6. _____	14. _____
past question	Did he go?	7. _____	15. _____
past negative	He didn't go.	8. _____	16. _____

# Unit 9, Lesson 3

I. Then Jesus asked them, “Don’t you understand this parable? How, then, will you ever understand any parable?”

“The sower sows God’s message. Some people are like the seeds that fall along the path; as soon as they hear the message, Satan comes and takes it away. Other people are like the seeds that fall on rocky ground. As soon as they hear the message, they receive it gladly. But it does not sink deep into them, and they don’t last long. So when trouble or persecution comes because of the message, they give up at once. Other people are like the seeds sown among the thorn bushes. These are the ones who hear the message, but the worries about this life, the love for riches, and all other kinds of desires crowd in and choke the message, and they don’t bear fruit. But other people are like seeds sown in good soil. They hear the message, accept it, and bear fruit: some thirty, some sixty, and some one hundred.”

Mark 4:13-20, GNB





**A. Dialogue**

SAM: Please help me understand the parable.

TEACHER: Who is the sower?

SAM: Is he the one who gives us God's message?

TEACHER: Yes, and what is the seed?

SAM: Each seed is a message, isn't it.

TEACHER: That's right. It either grows in understanding of God or it withers and dies.

SAM: What are the birds?

TEACHER: Satan takes away the message like the birds take away the seed. The ground is your heart. If your heart is hard, the love from God cannot grow and sprout.

SAM: If the ground is a person's heart, what is rocky soil?

TEACHER: Rocks are covered by the soil. The soil is not deep. It is shallow. The person's heart is glad and accepts God's message. But when trouble comes, the heart no longer listens to God. The message does not take roots. This person turns his heart and mind away from God!

SAM: Please explain the thorn bush.

TEACHER: This person's heart is full of cares of this world. The thorn bushes are cares that take all his time and effort. Therefore, he cannot make time for God.

SAM: What does it mean "to bear fruit"?

TEACHER: The seed that is planted is a message from God. This message helps us know Him. The fruit will come with knowledge of God. As we live for Him, we show others what God is like. We tell others about Him. These people become the fruit.

SAM: Many who hear about God do not let this knowledge into their hearts. They do not try to live as He wants.

TEACHER: Look at the story. It says many hear and bear fruit.

# UNIT 9, LESSON 3

## B. Reading Comprehension Questions

1. Who is the sower?
2. What is the seed?
3. What are the birds?
4. What happens if a person's heart is hard?
5. What is shallow soil?
6. How is a person like shallow soil?
7. What are some of a person's cares?
8. What is a thorn bush?
9. What does it mean "to bear fruit"?
10. What success does this parable show?

## II. VOCABULARY

### Verbs

to persecute, persecuted  
to wither, withered  
to understand, understood

### Nouns

desire  
joy  
care  
heart

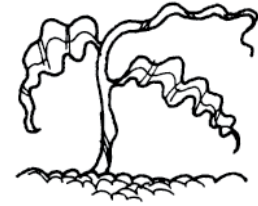
### Adjectives

success  
faithful  
hard  
glad

## A. Action Verbs

1. **to wither, withered:** to lose or cause to lose freshness; become dry and lifeless.

- A person's spirit **withers** without the love of God.
- The plant **withered** and dried without water.
- Did** your plants **wither** or did they grow?



2. **to persecute, persecuted:** to treat badly, to do harm to again and again.

- He **persecutes** people who do not believe as he does.
- The Pharisees **persecuted** Jesus for his teachings.
- Did** the Pharisees **persecute** the disciples?



3. **to understand, understood:** to get the meaning of; to know well.

- She **understands** her children.
- Sarah **understood** my problem.
- Did** you **understand** the parable?



# UNIT 9, LESSON 3

## B. Nouns

1. **desire:** a strong wish; a wanting or longing.



2. **care:** worry.



3. **heart:** the part of the body that feels, loves, hates, and desires.



4. **joy:** happiness; a glad feeling.



5. **success:** a favorable result; a wished-for ending.



## C. Adjectives

1. **faithful:** worthy of trust; loyal.



2. **glad:** happy, pleased, bringing joy.



3. **hard:** not soft; not giving in to influence; stern.



**D. Fill in the blank with the correct noun, adjective, or verb.**

1. God is \_\_\_\_\_ in His love for us.
2. The Pharisee did not listen to Jesus because of his \_\_\_\_\_ heart.
3. He is \_\_\_\_\_ to be a Christian.
4. You are a \_\_\_\_\_ to know.
5. It warms my \_\_\_\_\_ to hear about God.
6. I have a \_\_\_\_\_ to know God better.
7. The \_\_\_\_\_ of this world are many.
8. \_\_\_\_\_ is not always easy.

# UNIT 9, LESSON 3

## III. GRAMMAR AND DRILL

A. Use *a* and *an* with “count nouns” (nouns which can be counted) for fruits and vegetables. Use *an* before a count noun that begins with a vowel (*a, e, i, o, u*). Use *a* before a count noun that begins with a consonant. Study the words below, then fill in the blanks with *a* or *an*.



a strawberry



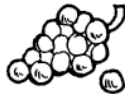
an orange



a grapefruit



a cherry



a grape



a watermelon



a potato



a tomato



an onion



1. \_\_\_\_\_ apple



2. \_\_\_\_\_ banana



3. \_\_\_\_\_ onion



4. \_\_\_\_\_ orange



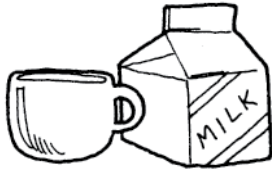
5. \_\_\_\_\_ tomato



6. \_\_\_\_\_ pear

“Count noun” quantities may be given as numbers in English (**six** apples, **two** oranges, **four** potatoes). When a number is used, do not use **a** or **an** with the number.

“Mass nouns” are not counted and are not given as numbers. They are given as measures (**a cup of** milk, **a gallon of** gas, **a tube of** toothpaste). Mass nouns, like **milk**, **gas**, and **toothpaste** are not plural.



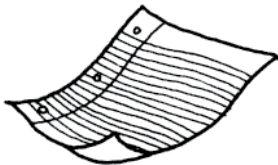
**a cup of milk**



**a slice of cheese**



**a bar of soap**



**a piece of paper**



**a glass of juice**



**a bowl of soup**

To express a small amount, use **a little** with mass nouns and use **a few** with count nouns. Fill in the blanks with the correct words (**a little** or **a few**).

- |                   |                  |
|-------------------|------------------|
| 1. _____ milk     | 4. _____ rice    |
| 2. _____ apples   | 5. _____ oranges |
| 3. _____ potatoes | 6. _____ money   |

## UNIT 9, LESSON 3

B. *Have to, has to.* Substitute *have to* or *has to* for the word *must* in the following sentences.

1. I must listen to the teacher.

---

2. He must teach the lesson.

---

3. The bird must look for seed on the path.

---

4. The sun must come up for plants to grow.

---

5. You must be on time for class.

---

6. You must take a nap after dinner.

---

7. I must listen to the teacher.

---

8. Good soil must bear fruit.

---



**C. Rules for using the word *can*. *Can* is always used with the base form of the verb. It has only one form. Never use *to* after *can*.**

1. Short answers using ***can***: “Yes, I can,” “No, I can’t,” or “No, I cannot.”
  - a. Can you speak English? Yes, I can.
  - b. Can he teach about God? Yes, he can.
2. The negative uses both forms: ***Cannot*** and ***can’t***.
  - a. The disciples cannot teach like Jesus.
  - b. I can’t write my sister now.

## IV. PRONUNCIATION

***wh /hw/*** is voiceless as in ***when***.

### Initial

why	whether	whiz
which	what	whiff
when	where	whisk
whip	whistle	whim

### Minimal Pairs

watt.....	what	wet .....	whet
witch .....	which	we.....	whee
win .....	when	wine .....	whine
his .....	whiz	weather .....	whether

When did the white whistle blow?  
 Which do you want?  
 Where’s Willie’s whistle?

# UNIT 9, LESSON 3

## V. WRITING

Describe a good man. Write at least six sentences.

## VI. SEQUENCE

Tell the story in your own words.

## VII. ADAPTATION QUESTIONS

1. Can you tell me about planting seeds in your country?
2. Tell me about fruit that you eat in your country that we do not have here.
3. Do you have a garden? Tell about it.

## VIII. MEMORY VERSE

“Heaven and earth will pass away, but my words will never pass away.”

Matthew 24:35, GNB

# Unit 9, Practice Exercises

## I. EXERCISES

### A. Change these sentences to the past tense. Change the time words to *yesterday*.

1. The people crowd into the boat at noon.

---

2. What is happening now?

---

3. The sower sows the seed.

---

4. The worries of this life crowd in and choke the message.

---

5. The man is asking the teacher many questions.

---

### B. Change to questions.

1. Jesus accepted many people.

---

2. The four men crowded into the room.

---

# UNIT 9, PRACTICE EXERCISES

3. The lunch lasted all afternoon.

---

4. The man gave up and went away.

---

5. Jesus explained the parable.

---

## C. Change to the negative.

1. His troubles changed his mind.

---

2. The storm lasted many hours.

---

3. The disciples understood the story.

---

4. His words sank deeply into my mind.

---

5. Some trees bore fruit.

---

## D. Change the following sentences to questions and to negatives.

Example:

Samuel was the sower.

Was Samuel the sower?

---

Samuel wasn't the sower.

---

1. James was a fisherman.

---

---

2. The women were glad.

---

---

3. He was a good farmer.

---

---

4. The people were glad to be there.

---

---

5. It was a good harvest.

---

---

# UNIT 9, PRACTICE EXERCISES

E. Make the following sentences past tense and past questions. Change the time to yesterday.

Example:

I eat at noon.

I ate yesterday.

Did I eat yesterday?

1. I teach a lesson today.

---

---

2. The doctor sees many patients every day.

---

---

3. He helps me with the dishes.

---

---

4. She receives the message.

---

---

**F. Fill in the blanks with the correct verb form. Use the pronoun *he*.**

Base form	Present	Present question	Past	Past Question
1. leave	He leaves.	Does he leave?	He left.	Did he leave?
2. lead	He _____	_____	_____	_____
3. pay	He _____	_____	_____	_____
4. wake	He _____	_____	_____	_____
5. have	He _____	_____	_____	_____
6. make	He _____	_____	_____	_____

**G. Change these verbs to past tense.**

1. Samuel is happy. \_\_\_\_\_
2. I am at home. \_\_\_\_\_
3. We are in a boat. \_\_\_\_\_
4. You are in the class. \_\_\_\_\_
5. They are happy. \_\_\_\_\_

## UNIT 9, PRACTICE EXERCISES

H. **Underline the adjectives in the following phrases. An adjective describes a noun.**

Example: an important man

1. ten apples
2. the busy Pharisee
3. an important question
4. a glad heart
5. a shallow man
6. a young woman
7. rocky ground
8. good soil
9. a thorn bush
10. a sick person

I. **Use *an* before a singular count noun that begins with a vowel (*a, e, i, o, u*). Use *a* before a singular count noun that begins with consonant.**

1. \_\_\_\_\_ potato
2. \_\_\_\_\_ apple
3. \_\_\_\_\_ tomato
4. \_\_\_\_\_ watermelon
5. \_\_\_\_\_ orange
6. \_\_\_\_\_ egg
7. \_\_\_\_\_ banana
8. \_\_\_\_\_ pear
9. \_\_\_\_\_ apricot
10. \_\_\_\_\_ grapefruit

J. **Do not use *a* or *an* before a plural noun. Use *the* or *some* before these plural nouns.**

1. \_\_\_\_\_ onions
2. \_\_\_\_\_ bananas
3. \_\_\_\_\_ strawberries
4. \_\_\_\_\_ apples
5. \_\_\_\_\_ pears
6. \_\_\_\_\_ grapes
7. \_\_\_\_\_ cucumbers
8. \_\_\_\_\_ potatoes
9. \_\_\_\_\_ oranges
10. \_\_\_\_\_ watermelons

Remember count nouns can be counted as fruits and vegetables. Mass nouns cannot be counted.



# UNIT 9, PRACTICE EXERCISES

## K. Write *M* in the blank for mass nouns and *C* for count nouns.

- |                 |                 |
|-----------------|-----------------|
| 1. _____ milk   | 6. _____ food   |
| 2. _____ money  | 7. _____ tomato |
| 3. _____ cheese | 8. _____ juice  |
| 4. _____ apple  | 9. _____ paper  |
| 5. _____ grape  | 10. _____ music |

## L. Fill in the blank with the base form of the verb. Then add *can*, and make the sentence negative.

Example: I explain the message. (explain)  
I can explain the message.  
I can't explain the message.

1. Ruth \_\_\_\_\_ the story. (understand)

---

---

2. Simon \_\_\_\_\_ many fish. (catch)

---

---

3. Ruth \_\_\_\_\_ a message from her mother. (receive)

---

---

# UNIT 9, PRACTICE EXERCISES

4. I \_\_\_\_\_ my clothes in a hurry. (change)

---

---

5. I \_\_\_\_\_ your invitation for coffee. (accept)

---

---

## M. Answer the questions using the negative short form.

Example:

Can you go with me?

No, I can't.

1. Can you eat now?

---

2. Can Samuel explain?

---

3. Can the people hear me?

---

4. Can the birds eat the seed?

---

5. Can the sower sow seed?

---

## II. VOCABULARY

### A. Verbs

to accept, accepted  
 to ask, asked  
 to care, cared  
 to change, changed  
 to crowd (in), crowded (in)  
 to explain, explained  
 to give (up), gave (up)  
 to happen, happened  
 to last, lasted  
 to receive, received  
 to sink, sank  
 to wither, withered

### Nouns

desire  
 joy  
 persecution  
 sower  
 trouble  
 worries  
 care  
 heart  
 success

### Adjectives

faithful  
 busy  
 important  
 hard  
 glad

### Buzz Words

then  
 even  
 at once

### Preposition

like

### Question Word

how

### Auxiliary Verb

can

### B. Related Words—the following words are used in the sentences in the next section.

#### Sentence

1.  
 2.  
 3.  
 4.  
 5.

#### Adjective

crowded  
 faithful

#### Noun

acceptance  
 crowd  
 desire  
 faithfulness  
 receiver

#### Verb

to accept  
 to crowd (in)  
 to desire  
 to receive

#### Adverb

faithfully

## UNIT 9, PRACTICE EXERCISES

Sentences using words in the preceding list.

1. Noun: My mother-in-law's **acceptance** of me has made me happy.  
Verb: He **accepted** many changes.
2. Adjective: Samuel came into the **crowded** room.  
Noun: I saw a **crowd** outside.  
Verb: He **crowded** into the busy market.
3. Noun: My **desire** is to please God.  
Verb: He **desires** lots of money.
4. Adjective: He is a **faithful** teacher.  
Noun: The **faithfulness** of the daughter was surprising.  
Adverb: He gave his money **faithfully** each week.
5. Noun: The telephone **receiver** is broken.  
Verb: The child **receives** many gifts at Christmas.

### III. A DEEPER LOOK

1. Why didn't the disciples understand the parable?
2. How can you make your heart like "good soil"?
3. What problems or desires can choke out God's message from your life?
4. Does God always control our lives?
5. Name some ways you can bear fruit.

# Appendix

## MEMORY VERSES

### UNIT 1

- Lesson 1: This is the Good News about Jesus Christ, the Son of God.  
Mark 1:1, GNB
- Lesson 2: For with God nothing shall be impossible.  
Luke 1:37, KJV
- Lesson 3: And a voice came from heaven, "You are my own dear Son. I am pleased with you."  
Mark 1:11, GNB

### UNIT 2

- Lesson 1: The power of the Lord was present for Jesus to heal the sick.  
Luke 5:17, GNB
- Lesson 2: And we have seen and tell others that the Father sent his Son to be the Savior of the world.  
1 John 4:14, GNB
- Lesson 3: Jesus Christ is the same yesterday, today, and forever.  
Hebrews 13:8, GNB

## UNIT 3

Lessons 1-3: Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever. Amen.

Matthew 6:9-13, KJV

## UNIT 4

Lesson 1: Come to me, all of you who are tired from carrying heavy loads, and I will give you rest.

Matthew 11:28, GNB

Lesson 2: Do for others just what you want them to do for you.

Luke 6:31, GNB

Lesson 3: And when you stand and pray, forgive anything you may have against anyone, so that your Father in heaven will forgive the wrongs you have done.

Mark 11:25, GNB

## UNIT 5

Lesson 1: Whoever believes in the Son has eternal life; whoever disobeys the Son will not have life, but will remain under God's punishment.

John 3:36, GNB

Lesson 2: Whoever does not receive the Kingdom of God like a child will never enter it.

Mark 10:15, GNB

Lesson 3: Jesus answered them, "Have faith in God."

Mark 11:22, GNB

**UNIT 6**

- Lesson 1: My grace is all you need, for my power is greatest when you are weak.  
2 Corinthians 12:9, GNB
- Lesson 2: And then, whoever calls out to the Lord for help will be saved.  
Acts 2:21, GNB
- Lesson 3: Love your enemies, do good to those who hate you, bless those who curse you,  
and pray for those who mistreat you.  
Luke 6:27-28, GNB

**UNIT 7**

- Lesson 1: So the Son of Man is Lord even of the Sabbath.  
Mark 2:28, GNB
- Lesson 2: For God hath not given us the spirit of fear; but of power, and of love, and of a  
sound mind.  
2 Timothy 1:7, KJV
- Lesson 3: Love never gives up; its faith, hope, and patience never fail.  
1 Corinthians 13:7, GNB

**UNIT 8**

- Lesson 1: Be not deceived; God is not mocked: for whatsoever a man soweth, that shall  
he also reap.  
Galatians 6:7, KJV
- Lesson 2: So let us not become tired of doing good; for if we do not give up, the time will  
come when we will reap the harvest.  
Galatians 6:9, GNB
- Lesson 3: Remember that the person who plants few seeds will have a small crop; the  
one who plants many seeds will have a large crop.  
2 Corinthians 9:6, GNB

## UNIT 9

Lesson 1: The field is the world; the good seed is the people who belong to the Kingdom; the weeds are the people who belong to the Evil One.

Matthew 13:38, GNB

Lesson 2: I am the vine, and you are the branches. Whoever remains in me, and I in him, will bear much fruit; for you can do nothing without me.

John 15:5, GNB

Lesson 3: Heaven and earth will pass away, but my words will never pass away.

Matthew 24:35, GNB



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