



3

Intermediate

# The Lord's Prayer

Nine lessons based on the Lord's prayer  
and two other prayers of Jesus



Anglicare

# Preface

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This series of nine thirty minute lessons is based on the Lord's prayer and two of the prayers that Jesus prayed. They were first produced in 2002 by members of the Anglicare ESL writers' team - Rosemary Anderson, Jennifer Kerr and Pamela Riley. They have now been updated into a more modern format.

These lessons are based on the Contemporary English Version (CEV) of the Bible. As well as being able to read the English Bible it would be helpful if students were able to refer to a Bible in their own language to add meaning and clarification.

The lessons are designed for students at the intermediate level but can be modified for higher levels. The techniques suggested in the lesson plans should promote students' involvement in the lesson.

Suggestions are given for appropriate prayers to end each lesson. These prayers should be related to the particular circumstances of each class.

We hope and pray that you will enjoy using this series in your class and that your students come to understand more about Jesus and the Christian life.

Cathryn Thew  
For the Anglicare writers' team  
August 2010



# 3

## Intermediate

### At the Intermediate level, students:

- can communicate in simple and routine tasks requiring a simple and direct exchange of information
- can describe in basic terms aspects of their background, immediate environment and personal needs
- can understand the main points of text on familiar topics regularly encountered in work, school, leisure, etc
- regularly speak in full sentences but may only use short sentences or make mistakes that hinder understanding when trying to create longer sentences
- regularly speak in full short sentences, not just single words or formulaic phrases

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Anglicare and the writing team would like to acknowledge the illustration provided by Graham Wade on page 29. His work and cooperation is much appreciated.

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# Introduction to Prayer

# 1

Bible Text Mark 1:35; Matthew 6:6

## Objectives

Students will understand what the word 'prayer' means, and that Jesus prayed to his heavenly Father.

## Preparation

Photocopy survey sheet.  
Copy the Bible verses.

## Method

Teach the word 'prayer'.

Write the word **prayer** on the board.

Say the word and ask students repeat it.

Ask **What is prayer?** to get the answer: 'talking to God'.

Write **prayer = talking to God** on the board.

Say **To say a prayer is to pray.**

Write **to pray** on the board and ask students to repeat the sentence.

### Survey

Give students this survey.

Questions	Name	Name	Jesus
Who do people pray to? When do they pray? Where do they pray? How do they pray?			

Say **Write your name here** [pointing to the first column] **and write the answers for yourself, like this.** [read the first question, answer it for yourself and show where to write it].

Give 2-3 minutes for students to write their names and answers.

Say, **Now write your partner's name, ask her the questions and write the answers.**

Ask a student to read the answers to one question, like this: 'I pray in the morning and ....(partner) prays at night.'

Ask other students to read answers to the other questions.

Say ***We are now going to look at how Jesus prayed.***

Divide the students into pairs or threes.

Give each group either Mark 1:35 or Matthew 6:6 and say ***Write down what Jesus did in the third column.***

**Note:** Not all 5 questions can be answered for either verse.

Tell a student ***Read the answers for Jesus*** (an expected answer can be 'Jesus prayed early in the morning, away from the house, in a lonely place, by himself (Mark 1:35) OR 'Jesus told people to pray to your Father (God) in your room, with a closed door' (Matthew 6:6)).

Say ***In the next lessons we are going to learn how Jesus told us to pray. Let's finish the lesson with prayer.***

**Note:** Here is a suggested prayer:

'Dear God our Father, thank you for bringing us all to our lessons today.  
Thank you for what we have learned. Help us to know you. Amen'

Mark 1:35

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.

Matthew 6:6

But when you pray, go to your room, close the door, and pray to your Father who is unseen.

Mark 1:35

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.

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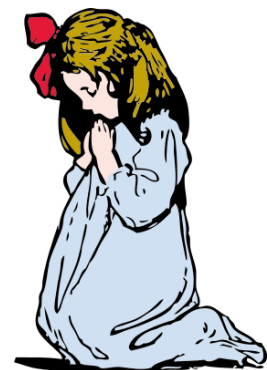
# Introduction to Prayer

## Survey

1



Questions	Name	Name	Jesus
Who do people pray to?			
When do they pray?			
Where do they pray?			
How do they pray?			





Bible Text Matthew 6:9

## Objectives

Students will understand that God is our loving Father in heaven and is holy.

## Preparation

Photocopy text (Matthew 6:9-13) for students.

Bring an overhead transparency of the Lord's Prayer or the Lord's Prayer written on butcher's paper.

Bring highlighters or coloured pens for underlining.

## Method

Revision

Say, **Write one thing you learned about 'Jesus' and 'prayer' last week.**

Give students 1-2 minutes to write an answer.

Say, **Now find a partner who has written the same thing.**

Students will need to get up and ask others what they wrote in order to find a partner.

Ask different students, **What did you and your partner write?**

Teaching words and concepts

Say, **Think of three words about fathers, like this: 'Father – loving, big, gentle'**

(These words should be adjectives.)

Ask students to call out words which you write on the board.

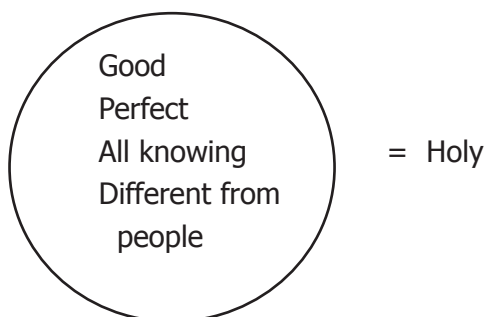
Talk about 'character' words from the ones on the board, like 'loving, gentle'.

Ask, **Who did Jesus pray to?** to get the answer 'His Father in heaven.'

Ask, **Can you tell me other words about our Father God?**

(Make sure to get: good, perfect, all-knowing, all-seeing, different from people in the world. If the students do not supply these words then the teacher must introduce them.)

Write these in a column, circle them and show they mean 'holy', like this:



### Text

Using the prepared OHPT or butcher's paper and showing only Matthew 6:9, read Matthew 6:9 and ask the students to read after you.

Say, ***Because our Father is holy, we honour him.***

### Role play

Divide the class into pairs.

Say, ***With your partner, you (one student) are the King (or Queen); you (other student) are a visitor. What will you do?*** (2-3 mins to prepare)

Ask pairs of students to show their role play to the class.

Say, ***That is the way we honour our Father God because he is holy.***

### Worksheet

Hand out a copy of the whole text to students.

Say, ***Let's mark (eg with highlighters) what we learned today.***

[Matthew 6:9]

### Closing

Close with a short prayer.

## *The Lord's Prayer*

- v 9 Our Father in heaven,  
help us to honour your name.
- v 10 Come and set up your kingdom,  
so that everyone on earth will obey you,  
as you are obeyed in heaven.
- v 11 Give us our food for today.
- v 12 Forgive us for doing wrong, as we forgive others.
- v 13 Keep us from being tempted and protect us from evil.



## *The Lord's Prayer*

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          as you are obeyed in heaven.
  
- v 11    Give us our food for today.
  
- v 12    Forgive us for doing wrong,  
          as we forgive others.
  
- v 13    Keep us from being tempted and  
          protect us from evil.

# Set up your kingdom

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3

Bible Text Matthew 6:10

## Objectives

Students will understand that God's Kingdom includes both earth and heaven, and that people in His Kingdom will obey Him.

## Preparation

Photocopy the worksheet.

## Method

### Revision

Hand out worksheet and tell the students to fold the worksheet so that they can only see the gapfill.

Ask students to complete the gapfill.

'Our Father in \_\_\_\_\_, help us to \_\_\_\_\_ your \_\_\_\_\_.'

(Allow students time to do this on their own, correct mistakes if necessary.)

### Completing worksheet

Ask students to describe the pictures in order to get words like kingdom, Queen Elizabeth, names of countries etc.

Explain that Queen Elizabeth's kingdom is the United Kingdom.

### Reading

Look at the text of the Lord's Prayer (given out last week).

Ask students to read verse 10 quietly to themselves.

Now read it out aloud as students follow.

Ask one or two confident readers to read it aloud.

### Worksheet

Divide students into pairs or threes. Ask them to look at the questions and write their answers on the worksheet.

- Where is God's Kingdom? (heaven and earth)

- What do we pray for? (that God's will is done in heaven and earth)

Ask some students for their answer.

Explain that doing God's will means to obey God.

### Brainstorm –

Ask, **How do we serve God?**

Write suggestions on the board. (eg love other people, do His will)

Close with a short prayer.

# Set up your kingdom

## Student Worksheet

3

### God's Kingdom

*Fill in the spaces.*

- 1 Our Father in ....., help up to .....  
..... your .....

Matthew 6:9



- 2 *Answer these questions from Matthew 6:10.*

Where is God's Kingdom? .....

What do we pray for? .....

# Our daily needs

---

4

Bible Text Matthew 6:11

## Objectives

Students will understand that God is the provider of all our needs

## Preparation

Bring the overhead projector transparency of Matthew 6:9-13 (Lesson 2) or in large writing on butcher's paper.

## Method:

Revision

Put OHPT of 'Lord's Prayer' on screen (or use butcher's paper).

Read Matthew 6:9-10 [that is, the Lord's Prayer as done so far] and then ask individual students to read a verse each.

Take the text away from the screen and ask students to repeat Matthew 6:9– 10 **with** the teacher. (You may need to repeat this step.)

Tell students to repeat Matthew 6:9-10 to their partner while helpers and teachers monitor.

Teaching the concept of daily needs.

You should write **our daily needs** in the centre of the board and draw several symbols (rays, lines) like this:



Ask students for one thing we need every day.

Write this at the end of a point.

Tell students to draw a symbol as shown on the board and to write one of our needs on each point.

Tell students to check their answers with their partners.

Ask 7 students to write one thing each on a line on the board (make sure 'drink' or 'water' are included).

Ask students to practise sentences such as:

'Every day I need ....., ..... and ....., ' (giving three examples from the board).

Teaching that God is the provider.

Look at the board, and write '**God provides**' at the top, like this:



Put students in groups of 3 or 4.

Ask, **How does God provide drink?** (it comes from water – from rain and thus from God) **Now in your group show how God provides other needs.**

(Give each group 2 of the needs on the board).

Ask one or two groups for their answer.

Reading the text.

Read v11 from OHPT (or butcher's paper).

Ask students to repeat it together then one by one.

Closing

Ask, **Does anyone have needs you'd like us to pray about?** – If an opportunity presents you could give thanks to God for providing our needs, or pray for a community need, like rain.



Bible Text Matthew 6:12

## Objectives

Students will understand that:

- if they confess their wrongdoing, God will forgive them.
- they should forgive others who have wronged them.

## Preparation

Prepare role play cards.

## Method

Revision

Say, ***Last week we talked about how God provides our needs.***

Student A ***How does God provide clothing?*** Student A may answer, eg 'Wool comes from animals. God gives life to animals.'

Student A then asks Student B a similar question like 'How does God provide food?' and Student B answers.

Student B then asks another similar question to Student C etc. (Round Robin – see Notes on Teaching Methods.)

Role play (see Notes on Teaching Methods)

Put students in pairs for role play on forgiveness.

You and a helper model a role play for one set of cards before the rest of the cards are given out.

Give out a card to each pair of students.

Each pair of students is given time to read their cards with the teacher explaining the meanings where necessary.

The students practise their role play in pairs then present it to the class.

Reading text

Put OHPT of Lord's Prayer on screen (or use butcher's paper).

Read verse 12 as students follow.

Read verse 12 together.

Close in prayer

Ask God to forgive us for what we have done wrong and to help us to forgive others.

<p>A</p> <p>Your friend has said bad things about you to other friends.</p>	<p>B</p> <p>You have said bad things about your friend to someone else.</p>
<p>A</p> <p>Your child Susie hasn't got an invitation to a friend's birthday party.</p>	<p>B</p> <p>Your child doesn't want to ask Susie to her birthday party</p>
<p>A</p> <p>You lent your car to a friend and he gave it back with a big dent.</p>	<p>B</p> <p>You borrow your friend's car and have a crash. You return it without fixing it.</p>
<p>A</p> <p>Your friend borrows a CD and keeps it.</p>	<p>B</p> <p>You borrow a friend's CD but you think your friend has given it to you.</p>

# Temptation



Bible text Matthew 4:3–10 and Matthew 6:13

## Objectives

Students will understand that God will help us to overcome temptation.

## Preparation

OHPT [or butcher's paper] of Matthew 6:9-13.

Bring some New Testaments in students' own languages, if possible.

Prepare 3–4 copies of each of Matthew 4:3-4, Matthew 4:5-7 and Matthew 4:8-10 on separate sheets.

Photocopy the two worksheets for each student.

## Method

### Revision

Use the OHPT or butcher's paper to show Matthew 6:11-12, blocking out the other text.

Read it aloud, then students read it aloud WITH you.

Read this twice (with attention to rhythm).

### Vocabulary

Give out vocabulary worksheet. Help students understand the meanings of the words by joining the word with its meaning. Students can then write the meaning of the word in their own language if they are still unsure.

### Jigsaw reading (see Notes on Teaching Methods)

Say, **Today we are going to read and talk about Jesus. He was in the desert for 40 days without food, and was very hungry.**

Put students into 3 groups and give each group a text. Group 1 gets Matthew 4:3-4; group 2 gets Matthew 4:5-7; group 3 gets Matthew 4:8-10.

Read out the 3 questions (in bold) on the Students Worksheet making sure the students understand them .

Students read their text and talk about it to answer the 3 questions on the worksheet.

Those with Matthew 4:3-4 answer only part 1 of each question, those with Matthew 4:5-7 answer part 2 and so on.

Students write their answers on the worksheet.

While students are reading and talking, write the names of each student on the board in their groups like this:

Group 1	A	B	C
Group 2	D	E	F
Group 3	G	H	J

When students have completed their task, tell students to get into new groups 4, 5 and 6, so a student in each new group is from one of the original groups 1, 2 and 3. Show this on the board as such.

	Group 4	Group 5	Group 6
Group 1	A	B	C
Group 2	D	E	F
Group 3	G	H	J

Students in new groups 4, 5 and 6 then complete all the questions on the worksheet by talking with each other. They should not be able to see the text.  
Ask some students for the answer to each question.

Text - Matthew 6:13

Read the text, blocking out all but v13. Ask students to read this verse aloud.

Say, ***When Jesus was tested he knew God would help him so we can ask God to help us when we are being tested.***

Closing

Read Matthew 6:9-13 together as a prayer from the OHPT or butcher's paper.

If New Testaments in the students' languages are available, students can find the text and then read the verse in their own language.

# Temptation

## Student Vocabulary Worksheet

6

1 Draw a line from the word to its meaning.

Jerusalem	a city that is important in a religion
holy city	the most powerful bad wicked spirit
scripture	another meaning of devil
Satan	the biggest and most important city in Israel in Bible times
devil	a spirit who carries messengers from God
evil one	God's written word
angel	areas that are ruled by kings
temple	the name of the most powerful bad wicked spirit
kingdoms	to bend over to the ground to show respect
bow down	to show that you believe in God by praying
worship	the most important religious building in Jerusalem

2 Write the meanings of the words above in your own language.

Jerusalem .....

holy city .....

scripture .....

Satan .....

devil .....

evil one .....

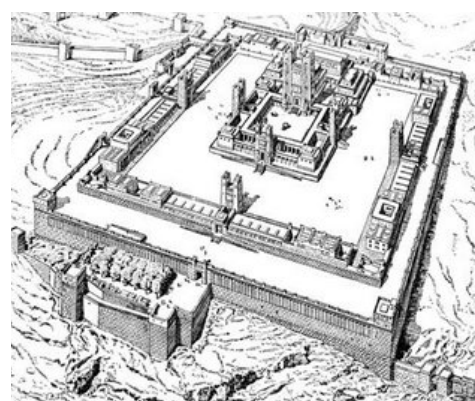
angel .....

temple .....

kingdoms .....

bow down .....

worship .....



## Matthew 4:3-4

Then the devil came to him and said, 'If you are God's Son, tell these stones to turn into bread.'

Jesus answered, 'The Scriptures say: 'No one can live only on food. People need every word that God has spoken.'



## Matthew 4:5-7

Next, the devil took Jesus to the holy city and had him stand on the highest part of the temple. The devil said, 'If you are God's Son, jump off.

Jesus answered, "But the scriptures also say, 'Don't try to test the Lord your God' ".



## Matthew 4:8-10

Finally, the devil took Jesus up on a very high mountain and showed him all the kingdoms on earth and their power. The devil said to him, 'I will give all this to you, if you will bow down and worship me.' Then Jesus answered, "Go away, Satan! The scriptures say, 'Worship the Lord your God and serve only him!' "

# Temptation

## Student Worksheet

6

- 1 What did the devil do to Jesus?
  - a He ..... to him (when he was hungry).
  - b He took Jesus to the ..... point of the .....
  - c He took Jesus to a high ..... and showed him all the ..... of the .....
  
- 2 What did the Devil say to Jesus?
  - a Turn these ..... into .....
  - b Throw yourself .....,
  - c I'll give ..... this to you if you ..... down and ..... me.
  
- 3 What did Jesus say to the Devil?
  - a Humans can't live with only ..... They need .....
  - b Do not ..... God
  - c Go away ..... Worship the ..... your God and only .....him.



Bible Text Matthew 6: 9-13

## Objectives

Students will know the content and meaning of the Lord's Prayer.

## Method

Disappearing Dictation (See Notes on Teaching Methods.)

Write the Lord's Prayer, Matthew 6:9-13, on the board.

Read the prayer, one sentence at a time, and ask the class to read it after you.

Erase 2-3 words and ask one student to read the whole text putting the words back in.

Choose one of the weaker students at this early stage.

Erase another 2-3 words and ask another student (not very competent) to read the text putting all words back in.

This student then comes to the board and erases 2-3 more words and then calls another student to read the text (with all deletions).

This student may then come to the board and erase 2-3 more words and call another student to read the text.

This continues until the whole text has been erased and everyone has had several turns at completing the text.

## Discussion

If this has been completed before the lesson is finished, students can choose the part of the prayer they like best, and say one sentence about it.

## Closing

Recite the Lord's Prayer with the class.



Bible Text Luke 22:42

## Objectives

Students will understand that Jesus prayed that God's will would be done (as in the Lord's Prayer).

## Preparation

Photocopy a worksheet for each student.

You might like to show this section of the *Jesus* CD to the class.

## Method

Context for the text

Introduce the lesson by saying, ***The night before he died, Jesus went with his friend outside Jerusalem to pray. Jesus knew that he would suffer very much before he was killed. He knelt down and prayed.***

Presentation of text

Distribute the worksheet and read the text pointing to the picture. Ask students to repeat the text.

Ask students what they think 'having to drink from this cup' means.

Worksheet

Divide the students into pairs.

Ask them to read the verse, fold the paper and fill in the missing words.

Give a personal example of #2.

Students tell their stories in pairs.

Students then form new pairs to complete #3 of the exercise, retelling their first partner's story.

Link with Lord's Prayer

Show the OHPT of the Lord's Prayer.

Ask, ***Where is this idea in the Lord's prayer?*** allowing time for the students to answer.

Read Matthew 6:10 with students.

(Optional)

Show the *Jesus* video (at 49.26 on the standard version) of this scene in the garden  
OR  
refer to the picture on the worksheet again and ask a student to retell the story.

Closing

Ask students, ***What does God want us to do?***

(Answers could include – believe in God, obey God, be loving, kind etc.)

Finish the class by praying a prayer such as the following.

Father God, help us to ..... (put in suggestion from answers above).

# Jesus' prayer

## Student Worksheet

8



Luke 22:42

Jesus said:

'Father, if you will, please don't make me suffer by having to drink from this cup. But do what you want, and not what I want.'

.....fold.....

1 *Fill in the missing words.*

Jesus said:

'Father, if you will, please don't make me ..... by having to ..... from this  
..... But do what ..... want, and not what ..... want.'

2 *Speaking*

If you have a child tell your partner a story of when your child wanted to do something but you did not want them to do so.

OR

Tell your partner a story of when you were a child and you wanted to do what your parents did NOT want you to do.

3 *Now find a new partner and tell her your partner's story.*

Bible Text Luke 23:32-34

## Objectives

Students will deepen their understanding about forgiveness (from Jesus' example).

## Preparation

Photocopy the worksheet for the students.

Bring a picture of the crucifixion or use the one provided.

## Method

### Revision

Ask students, ***What did Jesus mean when he said 'Do what you want and not what I want'?*** (ensure the word 'obey' or 'obedience' is introduced. Write these words on the board if they are new).

### Contextualise

Use the picture of the crucifixion and ask, ***Who are these people?*** to get the answer 'Jesus, two criminals/thieves, soldiers and the crowd'

### Text

Hand out worksheet.

Read Luke 23:32-34 from the worksheet and ask students to read it together.

Ask one student to read verse 23 and then write it on the board.

Circle 'these people' and ask, ***Who did Jesus mean by 'these people'?*** to get the answer 'the soldiers and his enemies'.

Circle 'they' and ask, ***Who did Jesus mean by 'they'?*** to get the answer: 'The soldiers and his enemies.'

Ask, ***What does 'they don't know what they are doing' mean?*** to get the answer 'They don't know Jesus is God.'

### 4 Worksheet

Show the students how to mark the worksheet, saying, ***Now we will find some words to show what Jesus is like.***

Ask some students to read one word about Jesus.

### 5 Closing

Ask students, ***How does Jesus show us how to do what he teaches us to do?*** (He forgives people who are cruel to him)

# Jesus Forgives

## Student Worksheet

9

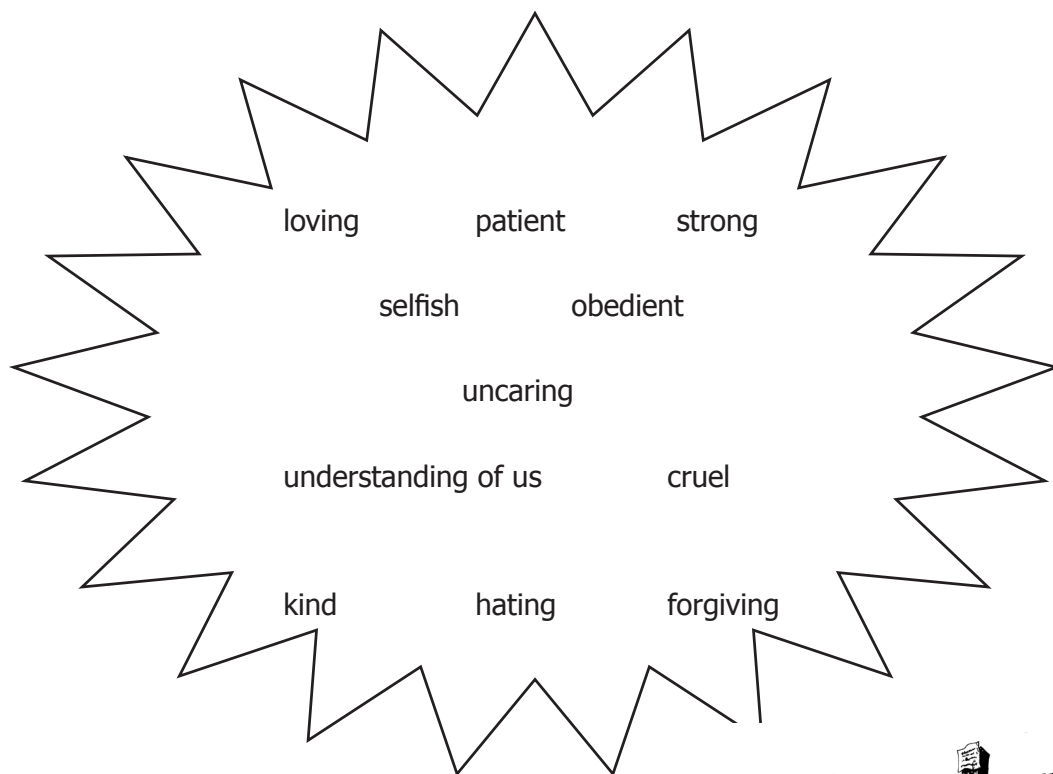
Read this Bible text.

Luke 23:32-34

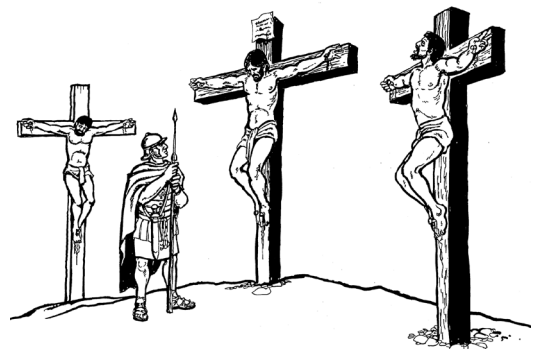
Two criminals were led out to be put to death with Jesus. When the soldiers came to the place called 'The Skull' they nailed Jesus to a cross. They also nailed the two criminals to crosses, one on each side of Jesus.

Jesus said, 'Father, forgive these people! They don't know what they're doing.'

- 1 Mark the words that show what Jesus is like:



- 2 Write a sentence describing Jesus.





# Notes on Teaching Methods

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## ROUND ROBIN

**Aim** To encourage students to ask questions and to give each student a turn to practise their language.

**Method** Teacher asks student A a relevant question and student A answers.  
Student A then asks student B the same question and student B answers.  
Student B then asks student C who answers.  
This continues until all students in the group have had a turn at both asking the question and giving an answer.

## ROLE PLAY

**Aim** To encourage the students to act out a situation relevant to their lives and practise their language in context. Role play can also be used to act out stories such as Biblical scenes.

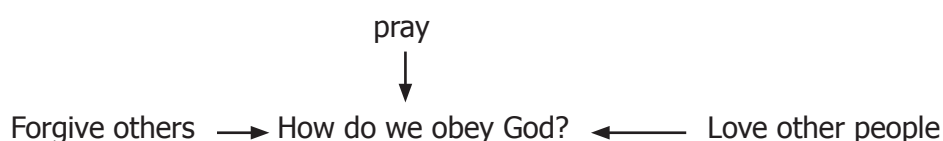
**Method** Students are divided in pairs or threes  
*With cards* A role play card is given to each student  
Students are allowed to spend a short time to read the card and think about what they will say.  
Both students in the pair are then given time to work out their conversation and to practise.  
The role play is then performed for the whole group.

*Without cards* If students are practising a particular dialogue/situation (eg telephone conversation) the roles given are those of the two people in the dialogue.

## BRAINSTORM

**Aim** To encourage students to provide words they already know.

**Method** Write the key idea in the centre of the board. Encourage students to suggest words or phrases related to it, like this



# JIGSAW READING EXERCISE

**Aim** To have students read and understand part of a text, to tell this to other students and to talk to other students to find out what they read.

**Method** The text is divided into 3 (or more) sections. Students are divided into 3 (or more) groups, one group for each section of text.

A worksheet is developed with space for written information from all the texts.

Students are given the whole worksheet and the section of text for their group. They read it in the group and fill in what they can of the worksheet.

While they do this, the teacher writes the names of the students on the board, like this:

Group 1	Student A	Student B	Student C
Group 2	Student D	Student E	Student F
Group 3	Student G	Student H	Student J

Then the students are told to form new groups, so at least one from each of the original groups is in each new group, like this (shown on the board)

	Group 4	Group 5	Group 6
Group 1	Student A	Student B	Student C
Group 2	Student D	Student E	Student F
Group 3	Student G	Student H	Student J

(By writing student names and dividing them into groups using the board, teachers avoid chaos as people move around the room.)

Students share their answers to the worksheet with their new partners. Teachers may take away the original text (or have students cover it) to ensure they exchange information by talking, not reading.

Teachers get some feedback by asking some students what they have written.

The wole text is read again after the exercise is finished.



# DISAPPEARING DICTATION

## Aim

To encourage students to repeat more than one sentence and to practise correct rhythm and intonation.

## Method

The teacher and class construct the passage jointly, and the teacher writes the complete text on the board.

The teacher and students read the text together with particular attention to rhythm and intonation.

The teacher rubs out between 2-5 words and calls on a (less proficient) student to read the whole text, putting the words back in.

The teacher or student rubs out another 2-5 words and calls on another student to read the complete text.

This procedure is repeated until all the text is rubbed out and all students have had a turn in saying the complete text.

**Note:** Weaker students are called on at the beginning of the exercise, when most of the text is still written up; stronger students are called on at the end.