



4

High Intermediate

Who Said It First?

Eleven lessons on commonly used sayings that originate from the Bible



Anglicare

Preface

This resource is a collection of 11 lessons (plus an Introductory lesson) on sayings from the Bible that are used in our everyday language. Some are more commonly used today than others. While some of these sayings have developed from an idea in the Bible (e.g. There's no rest for the wicked), others are used today as they were originally used in the Bible (e.g. Turn the other cheek).

This resource has been developed in order to help those learning the English language in several ways; to understand the meaning of some sayings they will hear from time to time that don't have a literal meaning, to recognise the value of the Bible in the development of the English language, and to introduce them to God's Word.

Most of the lessons include a conversation between various members of one family. These include arguments, complaints, expressing appreciation and interacting with children. The lessons largely conclude with the Bible passage from which the sayings originate. This is an important component of the lesson.

These lessons have been written by a talented team of experienced ESL teachers / writers. Anglicare is enormously grateful to them for their generosity of time and energy to produce this resource.

Our prayer is that you find this resource easy to use, helpful to teach English and to create an interest in the Bible among your students. May our gracious God bless you in your efforts.

The Bible quotations are from the CEV and NIV (1984) versions.

Katie McDonald
January 2014



4

High Intermediate

At the High Intermediate level, students:

- can negotiate most situations likely to arise in everyday tasks such as shopping and travelling
- can speak in more complex and extended sentences on topics which are familiar or of personal interest
- are beginning to navigate more complex tasks independently e.g., renting a flat, gym membership, going to the doctor
- with support can describe experiences and events, dreams, hopes and ambitions
- with support can briefly give reasons and explanations for opinions and plans

Authors

John Bartik
Patricia Bell
Patricia MacCabe
Ann Madden
Katie McDonald
Judy Taylor
Cathryn Thew

Editor

Katie McDonald

Production

Judith Mathews

Publisher contact details:

ANGLICARE – Cross Cultural Services
PO Box 1016
PARRAMATTA NSW 2124 AUSTRALIA
www.anglicare.org.au

Copyright Notice

All rights reserved.

Teacher instructions and student worksheets used for the purpose of conducting a lesson for students in your ESL class may be photocopied without permission.

Scripture Quotations are from the Contemporary English Version
CEV © American Bible Society 1991, 1995. Used by permission.

Scripture quotations taken from THE HOLY BIBLE, NEW INTERNATIONAL VERSION®NIV®
Copyright© 1973, 1978, 1984 by International Bible Society®. Used by permission.

Biblical graphics © Global Recordings Network Australia. Used by permission.

Annegret Schott - graphics pages 57-59
Jesse Ty & John Bartik - cartoons - pages 78 & 86

CONTENTS *Who Said it First?*

LESSON	TOPIC	Bible Reference	PAGE
	Introduction		4
1	An Eye For An Eye & A Tooth For A Tooth Turn The Other Cheek, Go The Extra Mile	Matthew 5:38-41	6
2	Good Samaritan	Luke 10:30-37	13
3	The 11th Hour	Matthew 20:1-16	21
4	No Rest For The Wicked	Isaiah 40:28-31; 57:20-21	29
5	Old Wives' Tale	1Timothy 4:7-9	37
6	A Little Bird Told Me & Mind Your Own Business	Ecclesiastes 10:20 1Thessalonians 4:11	44
7	The Blind Leading the Blind	Matthew 15:13-14	53
8	Worth Your Weight in Gold	Lamentations 4:2	61
9	The Writing is on the Wall	Daniel 5:1-9, 23-31	69
10	Scapegoat	Leviticus 16:9-10, 21-22	79
11	Practise What You Preach	Matthew 23:3	88

Introduction

NOTE: It is recommended that this Introduction to the Bible is used to begin this series of lessons. It enables teachers to know what their students think about the Bible and to correct wrong thinking. As each lesson in this book addresses just a small and specific section of the Bible, this introduction provides students with a more general understanding of it. This will be helpful to them as they learn some of the great stories and teaching of the Bible. It should take about 20 minutes.

Step 1

Hold up a Bible. (Make sure it is in good condition.)

Say ***In many languages there are many commonly used sayings and phrases that come from the Bible. You will be learning some of these in your English lessons.***

Tell them that they will begin by asking each other what they already know about the Bible.

Step 2

Hand out the Student Worksheet, folded.

Tell them to talk to 3 students in the class, writing their names and their answers to the questions on the survey. Then ask students to share what they found out with the class. Remember that no answer is wrong or needs correcting at this stage.

Step 3

Students unfold the worksheet. Tell them to read the text and see if any of the survey results were correct. Students complete the rearranging activity below it. Do the first one together.

Answers

a The word 'Bible' means 'book'.

b The Bible has 66 smaller books in it.

c The Bible was written over a period of about 1500 years.

d The Bible tells us about God and life.

e There are many sayings and phrases that come from the Bible.

Introduction

Student Worksheet

- 1 Complete the survey by asking 3 students these questions and writing their answers.
What do you think?

Name			
Have you ever read part of the Bible?			
How many authors do you think the Bible has?			
How many languages do you think the Bible has been translated into?			
What do you think the Bible is about?			

.....fold.....

- 2 Read the passage below.

The English word 'Bible' comes from the ancient Greek word 'biblion' which means 'book'. The Bible is a collection of 66 books written between about 1450BC and 90AD. The books have 40 different authors. It has been translated into about 520 languages. Christians believe it tells us everything we need to know about God and life.

- 3 Complete these sentences by putting the words below in the correct order. The full stops will help you.

- a The
'book'. 'Bible' word means
- b The Bible
in 66 it. smaller has books
- c The Bible
years. written 1500 a was about over period of
- d The Bible
God life. us about tells and
- e There are
that sayings from Bible. many the and phrases come

An Eye For An Eye & A Tooth For A Tooth Turn The Other Cheek Go The Extra Mile



Objectives

- To learn the meaning of three Biblical sayings and their use in everyday language.
- To practise the use of first conditional sentences.
- To practise listening for detail.

Preparation

- Photocopy the student worksheets.
- CD and CD player.

Method

Introduction

Introduce the word 'neighbour' by asking the students ***What do we call the people who live close to us?***

Ask your helper and some individual students these questions:

How many people live in the house next door to you?

What country do they come from?

Do you do any activities with your neighbours? If so, what?

Do you and your neighbours ever help each other? What do you do?

Do you and your neighbours ever annoy each other? What do you do?

Give out Student Worksheet 1, folded.

In pairs, students ask each other the questions at question 1.

Listening 1

CD track 1

TRISH What's that dreadful noise coming from next door? Oh, don't tell me they're having another party. They had one only last week! I didn't get to sleep then till nearly 3am!! It's OK for you Scott! You can sleep through anything!

Step 1

Tell students that they will listen to a conversation between a husband and wife about their neighbours. It is in 2 parts. Their names are Trish and Scott.

Ask ***How does Trish feel about her neighbours?***

Play CD track 1.

Elicit from students that Trish feels angry, frustrated, sad etc.

Step 2

Tell students to listen again and fill in the missing words and phrases at question 2 on the worksheet. Play the track as many times as necessary.

Step 3

Ask students to discuss with their partner what they would do in this situation. Take some suggestions from the class.



Listening 2.

CD track 2

- TRISH 'I'm not going to turn the other cheek this time! An eye for an eye and a tooth for a tooth I say! If they play loud music I will play our son's rock music twice as loud at 3am!! Let's see how they like that!!'
- SCOTT Oh honey, don't get so upset. It's OK. You know they are kind people who have often gone the extra mile for us. Remember when you were sick and they cooked all those meals and how they looked after the house when we went on holidays? I think we should just turn the other cheek.
- TRISH Oh you're probably right, as usual! OK, OK... But this time I will buy myself a pair of earplugs!



Step 1

Tell the class that they are now going to hear what Trish and her husband Scott decided to do. Students complete question 3, playing CD track 2 a few times if necessary.

Answers

Trish decides to buy herself a set of earplugs.

Step 2

Students unfold their worksheet. Play the text as many times as necessary for them to complete question 4.

Students complete question 5.

Step 3

Give out Student Worksheet 2.

Question 1 -Tell students to try to guess the meaning of the three sayings from the context in the dialogue. Tick the correct answer.

Answers

- a To keep forgiving people when they continue to hurt you*
- b If people treat you badly you should treat them the same way.*
- c Give to others more than they need or expect.*

Speaking

Divide the class into three groups. Give each of the three groups one of the sayings. Each group thinks of a scenario / story that would explain the saying they have been given. Then choose one of the options below. If you have helpers, make sure each group has one to guide them.

Option 1

Each group tells their scenario / story to the class.

Option 2

Each group acts out the scenario in front of the class.

Option 3

Divide the class into pairs. Make sure each pair has students from different groups. Students tell their partner their scenario /story.

Language

First conditional *If..... (I) will / am going to*

Step 1

Read the explanation of 'Conditional Sentences' on Student Worksheet 2.

Ask students to underline the present simple tense verb and the future tense verb in the example sentence. (*play* and *will play*)

Step 2

Students complete the sentences at question 2 using the first conditional structure.

Point out that c and d have the sentence structure swapped around.

Students check their answers with a partner, then as a class.

Answers

a *If they go to Washington they will see the White House.*

b *If he arrives later, he will take a taxi.*

c *Andy will cook dinner if we buy the food.*

d *I will prepare breakfast if I wake up early.*

e *If you hate walking in the mountains, you will not / won't enjoy the tour.*

Step 3

Students work with a partner to make and say sentences using the information in question 3.

e.g. *If I run every day I will get fit. If I get fit I will be healthier.*

Step 4

Finish this activity by giving one student a sentence to start the chain. The next student repeats the previous sentence changing the tenses and adds their thoughts.

e.g. Student 1 says *If I don't go out so much I will do more work.*

Student 2 says *If I do more work I will.....*

Suggested starter sentences are

If I buy a new car.....

If I go back to my first country.....

If I stop playing computer games.....

Bible Spot - Matthew 5:38-41

Objectives

- To learn that an 'An Eye for an Eye', 'A Tooth for a Tooth' and 'Go the Extra Mile' originate from the Bible.
- To practise reading for detail and for specific information.
- To practise oral fluency in sharing reflections on Jesus' teaching.

NOTE

Three times in the Old Testament, 'an eye for an eye and a tooth for a tooth' is stated (Exodus 21:24, Leviticus 24:20, Deuteronomy 19:21) This is known as 'The Law of Retaliation'. As Israel was a new community at this stage, without a rule of Law, instructions like this were necessary to make sure the punishment fitted the crime. However, by Jesus' time, the Pharisees and Scribes were using it to justify personal acts of revenge. And so Jesus reinterprets it in the new context of living under Grace.

This teaching of Jesus is difficult and hard to put into practice, but in this text he gives some examples of how this applies practically.

Step 1

Hand out the Bible Worksheet. Read the introduction to the students. Then give them time to read the text for themselves. Now read the text to the students for them to follow.

Step 2

Students complete question 2. Do the first one together.

Answers

a to get even, b slap, c sue, d force, e a pack

Students complete question 3

Answers

a true, b true, c true, d false, e not mentioned

Step 3

Question 4 - Students discuss the questions with a partner, then with the class. Be aware that these questions could promote a lot of questions and disagreements. This gives the students the opportunity to reflect on Jesus' teaching which is so contrary to our natural response as humans. Help your students see that Jesus was a revolutionary teacher.

An Eye For An Eye & A Tooth For A Tooth Turn The Other Cheek Go The Extra Mile



Student Worksheet 1

- 1 *Talk to your partner about your neighbours. Ask your partner these questions.*

How many people live in the house next door to you?

What country do they come from?

Do you do any activities with your neighbours? If so, what?

Do you and your neighbours ever help each other? What do you do?

Do you and your neighbours ever annoy each other? What do you do?



- 2 *Listen to the text. Fill in the missing words.*

TRISH What's that dreadful coming from next door? Don't tell me they're having another They only had one last I didn't get to sleep then till nearly 3am!! It's for you Scott! You can through anything!

- 3 *Listen to what Trish decides to do. Write the answer below.*

Trish decides

.....fold.....

- 4 *Listen to part 2 of the text again. Fill in the missing words and phrases.*



TRISH I'm not going to this time. An and I say! If they play loud music I will play our son's rock music twice as loud next week at 3am!! Let's see how they like that!!

SCOTT 'Oh honey, don't get so upset. It's OK. You know they are kind people who have often for us. Remember when you were sick and they cooked all those extra meals for us and how they looked after the house when we went on holidays? I think we should just

TRISH Oh you're probably right as usual! OK, OK.
But this time I will buy myself!

- 5 *There are three sayings from the Bible in the text above. Write these sayings below.*

.....
.....
.....

An Eye For An Eye & A Tooth For A Tooth Turn The Other Cheek Go The Extra Mile

1

Student Worksheet 2

1 Guess the meaning of the three sayings from the Bible from the context. Put a circle around the correct sentence.

- a Turn the other cheek means
- To keep forgiving people even when they continue to hurt you
 - To turn your head to the other side.
 - If people treat you badly you should treat them the same way.
- b An eye for an eye and a tooth for a tooth means
- You need two eyes and at least two teeth to get on with your neighbours.
 - If people treat you badly you should treat them the same way.
 - If someone hits you in the eye or your tooth hit them back in the same place.
- c Go the extra mile means
- Keep at least a mile away from people who hurt you.
 - If you want to keep fit you should walk between one kilometre and a mile each day.
 - Give to others more than they need or expect.

Conditional Sentences

If (I) will

We use this structure if there is a real possibility that the situation will happen. After if we use the present simple tense and then the future tense.

e.g. If they play loud music, I **will** play our son's rock music twice as loud.

2 Complete these conditional sentences with the correct verb tense.

- a If they go to Washington they (see).....the White House.
- b If he (arrive) later, he (take) a taxi.
- c Andy (cook) dinner if we (buy) the food.
- d I (prepare) breakfast if I (wake up) early.
- e If you (hate) walking in the mountains, you (not enjoy) the tour.

3 Look at these hopes for the future. Make sentences using if....will...

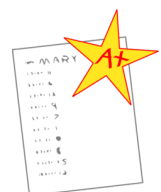
e.g. If I run every day I will get fit.

If.....

I run every day
get fit
be healthier
have more energy
enjoy life more
live longer

If

I do my homework
learn English better
be able to understand more
get a better job
have more money
not have so many worries



An Eye For An Eye & A Tooth For A Tooth Turn The Other Cheek Go The Extra Mile

1

Bible Worksheet

- 1 Read this text from the Bible. This is part of Jesus' teaching to his followers. Jesus uses the three sayings which we have learnt, **An eye for an eye and a tooth for a tooth**, **Go the extra mile** and **Turn the other cheek**.

Jesus said:

'You know that you have been taught, "An eye for an eye and a tooth for a tooth." But I tell you not to try to get even with a person who has done something to you. When someone slaps your right cheek, turn and let that person slap your other cheek. If someone sues you for your shirt, give him your coat as well. If a soldier forces you to carry his pack one mile, carry it two miles. When people ask you for something, give it to them. When they want to borrow money, lend it to them.'



From Matthew 5:38-41

- 2 Find a word or phrase in the text above which means...

- a to hurt someone who has hurt you
- b to hit someone with the inside of your hand
- c to take legal action to get money back
- d to make someone do something when they don't want to
- e a bag you carry on your back

- 3 Write **true**, **false** or **not mentioned** for these sentences.

- a When people want to borrow from you, you should lend it to them.
- b 'An eye for an eye and a tooth for a tooth' is something the disciples were previously taught.
- c Jesus taught his followers to live differently to the way others live.
- d Jesus' followers should treat others the way they are treated.
- e When someone asks for your shirt you should give him your money as well.

- 4 Think about and talk about these questions with a partner.

- a What would happen if our government made Jesus' new teaching the law?
- b The Bible teaches that God is merciful and kinder to us than we deserve. He wants Jesus' followers to be like Him. Is this teaching of Jesus easy to do or not? Why?
- c Have you ever 'turned the other cheek' or 'gone the extra mile' for someone? Why did you do that?

Objectives

- To learn the meaning of 'a Good Samaritan' and its use in everyday language.
- To practise using the past continuous and past simple tenses.
- To practise reading for gist and listening for specific information.
- To practise writing a story given a specific framework.
- To develop oral fluency through retelling a story and sharing ideas.

Preparation

- Photocopy the Student Worksheets. Note - Student Worksheet 2 has two to a page.
- Bring bandages to class.
- CD and CD player.

NOTE - This lesson starts with the Bible story so that students can learn the origin of the term Good Samaritan before they use the term in the modern context.

Method

Introduction

Step 1

Remind students of the previous lesson in which we discussed our neighbours.

Ask students to tell briefly about some neighbours that they have had in their life.

What made them good or bad neighbours?

Step 2

Tell students that Jesus taught the people that they should love their neighbour as much as they love themselves. Tell them that someone asked Jesus, **Who is my neighbour?**

Write this question on the board.

Ask students how they would answer the question.

Take several suggestions from the students. Tell students that Jesus told a story to answer the question.

Say ***This story is about a Jew and a Samaritan. Jews and Samaritans did not like each other at all and they usually avoided each other as much as possible.***

Vocabulary

Elicit the following words used in the Bible story from the students to check they understand them. Suggestions are given.

a temple ***What is the name of a religious place of worship?***

to beat up ***What is the verb used when someone attacks you and hurts you like this (make a punching action) and leaves you bruised and sick? Indicate three words.***

to bandage ***Show students the bandages that you have brought. What are these? When you put them on someone what is it called?***

pity ***What is the noun used when you have compassion and understanding of someone who is in a difficult situation?***

an inn ***What is the old fashioned word for a hotel where guests can stay overnight?***

an innkeeper ***What do you call the person in charge of an inn?***

Reading

Give out the Bible Worksheet with the story of the Good Samaritan.

Tell students to read the story silently.

Ask an English speaker to read the text to the students while they follow the story.

Read the Comprehension questions and check that all students understand the questions.

Students complete the questions.

Answers

- 2 a *The man who was hurt, robbers, the priest, temple helper, the man from Samaria, the inn-keeper.*
 b *The priest and the temple helper.*
 c *Because he felt sorry for him.*
 d *He treated and bandaged his wounds and took him to an inn to be cared for.*
 e *The man who showed pity - the Samaritan.*

Language- Past Continuous Tense

Step 1

Write this sentence on the board.

As a man was going down from Jerusalem to Jericho, robbers attacked him.

Ask students to tell you which are the verbs in the sentence. Underline **was going** and **attacked**.

Explain that **was going** is the past continuous tense and **attacked** is in the past simple tense.

Step 2

Hand out Student Worksheet 1.

Read the explanation of the Past Continuous Tense.

Students complete question 1.

Answers

- 1 a *At 6.40 he was cooking breakfast.*
 b *At 6.50 he was washing the dishes.*
 c *At 7.30 he was travelling on the train to work.*
 d *At 1.00 he was eating his lunch.*
 e *At 5.45 he was travelling home on the train.*
 f *At 8.30 he was watching television.*

Step 3

Read the explanation of the Past Simple Tense.

Explain that you can have both tenses in one sentence like the sentence on the board.

Explain that we use 'as' at the start of a sentence to talk about something that was happening (past continuous) when something else happened (past simple).

Note 'As' can be replaced with 'When' or 'While'.

Also explain that the two parts of the sentence can be swapped around.

Write on the board **Robbers attacked him, as the man was going from Jerusalem to Jericho.**

Students complete question 2 on the worksheet.

Answers

- a *As I was cooking dinner, the phone rang.*
b *As I was lying in the sun, I fell asleep.*
c *I saw a shark, as I was swimming in the sea.*
d *I had an accident, as I was driving to pick up my daughter.*

Step 4

Students complete question 3 and share their own sentences with the class.

Listening

CD track 3

Mary's Story

When I was 18, I was on my way home from college carrying heavy bags of books when I slipped on some ice. I hit my face on the cement bus stop post and bits of glass from my glasses went into my right eye.

The bus driver waited for me to board the bus. My face felt numb as blood trickled down my face onto the floor of the bus. I had no idea that my face was so badly cut and that I was about to lose an eye if I did not get immediate medical attention.

All the passengers on the bus were marvellous and showed pity. Some of them handed me tissues. A lady on the bus came over to ask me if I was OK. Feeling rather embarrassed, I told her that I was fine. The bus driver terminated the bus at the next bus stop and radioed for an ambulance for me. The lady who asked me if I was OK went to the hospital with me and stayed with me until a family member came to get me. Later, the bus driver rang the hospital to enquire about my condition. I am pleased to say that after intensive surgery and visits to the eye hospital I still have sight in my right eye. I just have a large scar to remind me.

Sadly, my mother and I never did get to thank the good Samaritan lady. She had left me her name, address and telephone number but when we went round to thank her, she had emigrated to Canada.
I will always be grateful to Mrs O'Connor, wherever she is.

Step 1

Tell students that they are going to hear a story about someone who was a Good Samaritan, like the kind man in the Bible story.

Say ***Listen to the story and tell me who was the Good Samaritan in the story.***

Play CD track 3.

Students suggest an answer to the question. (The lady on the bus – Mrs O'Connor.)

Play the track again if you need to.

Step 2

Hand out Student Worksheet 2.

Students listen at least two more times to fill in the blanks in the text.

To check answers, read the text to the students, pausing at the blanks.

Students say their answers at the appropriate places.

Write these on the board, so they can check their spelling.

Answers

18, cement, numb, medical, pity, fine, family, sight, Samaritan.



Speaking

Students turn to the person next to them and discuss the questions on the worksheet.

Answers

- 1 *She was on her way home from College.*
- 2 *She slipped on some ice and banged her face, breaking her glasses and some glass went into her eye.*
- 3 *The passengers on the bus, the bus driver and a passenger who stayed with her until her family arrived (Mrs O'Connor).*
- 4 *The passengers gave her tissues, the driver called for an ambulance, and Mrs O'Connor stayed with her until her family arrived.*
- 5 *Mrs O'Connor, who stayed with her until a family member arrived.*
- 6 *In the Bible story the good Samaritan was from Samaria.*
Mrs O'Connor didn't spend any money on her.
Mrs O'Connor didn't treat her injuries.

Writing

Step 1

Tell students that they are going to write a modern version of the Bible story.

Hand out Student Worksheet 3. Tell them that the words that are underlined on the Bible Worksheet have been removed on this worksheet. They are going to write the story again using different words, making a similar story of their own. First, share some ideas as a class. e.g. A middle aged Australian woman is helped by a motor bike gangster. This should be handled carefully and stay away from suggesting different nationalities that don't get on. Do not use examples of students in the class. Divide students into small groups or pairs - each group having a helper, if possible.

Step 2

Give each group time to write their story. Then each group shares their story with the class.

These class stories could be dramatised if time permits with one student reading the story and the others acting the parts.

Speaking

Finish the lesson by giving students an opportunity to tell of a time when they were helped by a Good Samaritan or when they were a Good Samaritan to someone else.

Extra Activity

There is a scripted drama of this Bible Story found in *Australia Celebrates* by ANGLICARE which may be useful.

Past Continuous Tense

This is used when we want to say that something in the past happened for a period of time.

The verb has the past form of 'to be' (was or were) and always ends in -ing.

e.g. We were learning English on Friday.

Here is a list of some things that John did yesterday and the times he did them.

a 6.30- 6.45 cooked breakfast	d 12.30-1.30 ate his lunch
b 6.45-6.55 washed the dishes	e 5.30-6.00 travelled home from work
c 7.15-7.45 travelled on the train to work	f 7.00-10.00 watched television



1 Write sentences using the past continuous tense to say what John was doing at these times.

e.g. At 12.45 he was eating his lunch.

- | | |
|------------------------|-----------------|
| a At 6.40 he was | d At 1.00 |
| b At 6.50 he | e At 5.45 |
| c At 7.30 | f At 8.30 |

Past Simple Tense

This is used when we want to say that something in the past happened at one time.

e.g. We learned English on Friday.

2 Make sentences by changing the verbs to the past continuous and past simple tenses.

- | | |
|--|--|
| a As I (cook) dinner, the phone (ring) | |
| b As I (lie) in the sun, I (fall asleep) | |
| c I (see) a shark, as I (swim) in the sea,. | |
| d I (have) an accident, as I (drive) to pick up my daughter. | |



3 Now make up two of your own sentences.

- | | |
|--------------|--|
| a As I | |
| b | |

A Good Samaritan

Student Worksheet 2

2

Fill in the missing words.

Mary's Story

When I was, I was on my way home from college carrying heavy bags of books when I slipped on some ice. I hit my face on the bus stop post and bits of glass from my glasses went into my right eye.

The bus driver waited for me to board the bus. My face felt as blood trickled down my face onto the floor of the bus. I had no idea that my face was so badly cut and that I was about to lose an eye if I did not get immediate attention.

All the passengers on the bus were marvellous and showed Some of them handed me tissues. A lady on the bus came over to ask me if I was OK. Feeling rather embarrassed, I told her that I was The bus driver terminated the bus at the next bus stop and radioed for an ambulance for me. The lady who asked me if I was OK went to the hospital with me and stayed with me until a member came to get me. Later, the bus driver rang the hospital to enquire about my condition. I am pleased to say that after intensive surgery and visits to the eye hospital I still have in my right eye. I just have a large scar to remind me.

Sadly, my mother and I never did get to thank the Good lady. She had left me her name, address and telephone number but when we went round to thank her, she had emigrated to Canada. I will always be grateful to Mrs O'Connor, wherever she is.



Discuss these questions with a partner...

1 What was Mary doing when she hurt herself?

2 How did she hurt herself?

3 Who helped her?

4 How did they help her?

5 Who do you think was the Good Samaritan in this story?

6 How is this Good Samaritan different to the Good Samaritan in the Bible story?

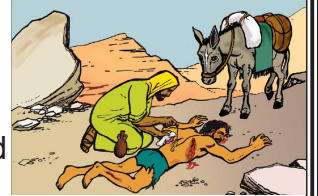
A Good Samaritan

Student Worksheet 3

2

Look at the story of the Good Samaritan on the Bible Worksheet. The underlined words have been removed. Re-write the Bible story using your own modern examples in the gaps. See the numbers below to guide what you put in the gaps.

As a (1) was going (2)
....., robbers attacked him and (3)
..... They beat him up and
ran off, leaving him half dead. (4) happened
to be going down the same road. But when he saw the man, he
(5) Later a (6)..... came to the
same place. But when he saw the man who had been beaten up, he also
(7)
.....
A (8) then came traveling along that road.
When he saw the man, he felt sorry for him and went over to him. He (9)
.....
..... Then he (10)
..... and took him to
(11) where he took care of him. The next
morning he (12) and said, (13).....
.....
Then Jesus asked, 'Which one of these three people was a real neighbour to the man who
was beaten up by robbers?' The teacher answered, 'The one who showed pity.'
Jesus said, 'Go and do the same!'



- (1) The nationality /description of the victim.
- (2) The road he / she was travelling on or place he / she was travelling to.
- (3) What happened in the attack.
- (4)&(6) Two similar people walk by.
- (5) The first of these two people did this.
- (7) The second of these two people did this.
- (8) Another person who you wouldn't expect would be helpful to the victim.
- (9) The help given.
- (10) He took him in some way to get help.
- (11) Place he is taken to.
- (12) Payment is made for the cost of caring for the person.
- (13) Something he said either to the person caring for the hurt man or to the hurt man.

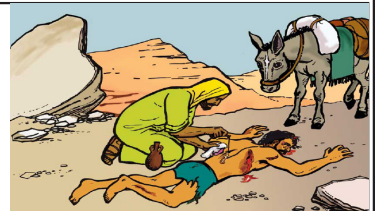
A Good Samaritan

Bible Worksheet

2

1 Read this famous story from the Bible that Jesus told.

As a man was going from Jerusalem to Jericho, robbers attacked him and grabbed everything he had. They beat him up and ran off, leaving him half dead.



A priest happened to be going down the same road. But when he saw the man, he walked by on the other side.

Later a temple helper came to the same place. But when he saw the man who had been beaten up, he also went by on the other side.

A man from Samaria then came travelling along that road. When he saw the man, he felt sorry for him and went over to him. He treated his wounds with olive oil and wine and bandaged them. Then he put him on his own donkey and took him to an inn, where he took care of him. The next morning he gave the innkeeper two silver coins and said, 'Please take care of the man. If you spend more than this on him, I will pay you when I return.' "

Then Jesus asked, "Which one of these three people was a neighbour to the man who was beaten up by robbers?"

The teacher answered, 'The one who showed pity.'

Jesus said, 'Go and do the same!'

From Luke 10:30-37

2 Answer these questions.

- a Who are the people in the story Jesus told?
- b Which two people did not help the man who was hurt?.....
- c Why did the man from Samaria help the man who was hurt?.....
- d How did the man from Samaria help the man who was hurt?.....
- e Who was the real neighbour to the man who was beaten up by robbers?

Objectives

- To learn the meaning of 'the 11th hour' and its use in everyday language.
- To read and understand a text, then tell it in own words.
- To listen to a conversation to understand the gist.
- To practise reading a dialogue with correct intonation.
- To practise using the past simple and past continuous tenses.
- To practise using time expressions.

Preparation

- Photocopy student worksheets.
- Make the animal cards for the matching game, cutting pictures and descriptions out individually. If you have access to a laminator, print the cards on heavier paper and laminate them for further use. See pages 98-99.
- CD and CD player.

Method

Introduction - Australian Native Animals matching activity.

Step 1

Give out the animal cards, making sure each student has cards with both pictures and text. Students compare cards with each other and try to match each picture with the correct description. Put the cards in matching pairs and check as a class that they are correct.

Step 2

Show the picture cards of the wombat and the kangaroo. In groups of three, students make a list of ten differences between the two animals. The first group finished calls out 'Stop!' Share the differences as a class.

Reading

Step 1

Hand out Student Worksheet 1.

In pairs students work together to complete as much of question 1 as possible. Then mark as a class.

Answers

1a to bound b to lumber c to boast d a nap e crept

Step 2

Question 2 - Students scan the text to find these words. Underline them.

Step 3

Tell the class that they are now going to read the story about these two animals.

Ask **How does the story say the wombat and the kangaroo are different?**

Give the students a limited time to read the story themselves. Tell them they don't need to understand the meaning of every word.

Students share their answer to the question above.

Answer

The kangaroo is fast and the wombat is slow.

Step 4

Write on the board **the eleventh hour**.

Ask students to find this in the text and underline it. In pairs students discuss what this could mean. Share answers as a class.

Speaking

Step 1

Ask students to turn their worksheet over.

In pairs students take it in turns to tell each other the story. To help, you could write key words on the board, in the order they appear in the story e.g. the kangaroo boasted, a race, a nap, too late!.

Step 2

Ask students to tell their partner a similar story from their own country.

Students volunteer to tell the class their partner's story.

Optional writing exercise – students could write either their own story or their partner's. (This could be set as homework for next week.)

Listening

CD track 4

MOTHER	Chris, you're home late today – hurry and get changed for soccer practice.
CHRIS	Sorry, Mum. Actually, could you please go to the shops while I'm at soccer?
MOTHER	No I can't. I don't have time. I said I'd drop a meal into Mrs Roberts – she's been very sick. Then I have to get dinner ready here before I go to my class tonight.
CHRIS	But Mum, I really need you to go to the shops!
MOTHER	What's so urgent? Can't it wait until tomorrow?
CHRIS	I forgot my school project is due tomorrow and I haven't started yet. I need cardboard and some other things to do it tonight.
MOTHER	I'm sorry. You'll just have to use whatever we have at home. Why do you never get around to doing things until the last minute?
CHRIS	Please Mum, can't you go shopping and then stay home and help me tonight?
MOTHER	Chris, you have to learn not to leave your work until the eleventh hour! Maybe you need to miss soccer tonight and get on with your project instead.
CHRIS	Oh, Mum!

Step 1

Tell the class ***You are going to listen to a conversation between a mother and her son, Chris.***

Ask ***What is it that Chris has left until the last minute?***



Play CD track 4.

Students share what they think Chris left until the last minute. (Doing his school project.)

Step 2

Students listen to the dialogue again.

Hand out Student Worksheet 2, folded.

In pairs, students match the two parts of the sentences together.

Play the track again if necessary.

Answers

1f, 2a, 3d, 4e, 5b, 6c

Step 3

Students unfold their worksheet.

Students read the dialogue with their partner. Check their pronunciation is correct.

Model any phrases they have difficulty with.

Language

Step 1

Hand out Student Worksheet 3.

Read out each of the time words / phrases in the box. Students practise saying these.

Ask them which ones they would like you to explain.

Students complete question 1 on the worksheet.

Answers

1 just in time, at the last minute, in the nick of time, at the 11th hour

Step 2

Remind the students about the tenses “past simple” and “past continuous” (from the previous lesson).

Ask **Which one is used if the action goes on for a while?** (past continuous). Also remind them that these verbs always end in –ing.

Step 3

Read question 2 to the class.

Students complete it. Do the first one together.

Students check their answers with a partner, then as a class.

Answers

2a was going, handed, early

b leaving, sat, got, just in time / at the 11th hour/ at the last minute

c sitting, handed, closing, in the nick of time / just in time / at the last minute / at the 11th hour

d went, overslept, missed, late / overdue

Students complete question 3.

Step 4

Ask the students to tell their partner what sort of person they are; always on time, early or late.

Then read **Did you know?** on the worksheet and discuss the question.

Bible Spot - Matthew 20:1-16

Objectives

- To learn that ‘the eleventh hour’ originates from the Bible.
- To practise reading for specific information.

Step 1

Students read the Bible passage – aloud in turn, or silently.

Ask **How many groups of people did the man hire?** (5 groups)

Students complete question 2 on the worksheet, in pairs or as a class.

Answers

	<i>1st group</i>	<i>2nd group</i>	<i>3rd group</i>	<i>4th group</i>	<i>5th group</i>
<i>The hour they started work</i>	<i>1st</i>	<i>3rd</i>	<i>6th</i>	<i>9th</i>	<i>11th</i>
<i>Hours worked</i>	<i>12 hours</i>	<i>9 hours</i>	<i>6 hours</i>	<i>3 hours</i>	<i>1 hour</i>

Step 2

Complete question 3.

Answers

- a *The usual amount for a day's work.*
- b *Yes.*
- c *Various answers.*
- d *The last hired.*

Step 3

Tell students that Jesus told this story to teach people what the kingdom of heaven would be like (see the first line).

Ask ***Who do you think represents God in the story?*** (the owner)
 Who do you think the workers represent? (people who serve God / have God as their master, i.e. Christians. You could also say that they are those who God seeks.)

Complete question 4.

Possible answers

God acts in surprising ways in giving his people good things; God is generous to us because He chooses to be and not because we have worked for it; those who are last will be first.

Student Worksheet 1

1 Match the words with their meanings.

a nap	to bound	crept	to lumber	to boast
-------	----------	-------	-----------	----------

- a To move by leaps
- b To move clumsily or heavily
- c To speak exaggeratedly especially of oneself
- d A short sleep
- e Moved slowly with body close to the ground

2 Find the words above in the text and underline them.

The Kangaroo and the Wombat

Once there was a kangaroo who was very proud of his strong legs and tail. He boasted that he could run faster than all the other kangaroos and all the other animals.

Everyone got very tired of hearing him boast and watching him push other animals out of the way when he bounded past. 'I am the fastest animal in the country', he said. 'Nobody is faster than me!'

One day, he challenged the other animals to a race to prove he was the fastest. When nobody was prepared to race him, the kangaroo boasted even more. Then, the wombat unexpectedly said, 'I'll race you, kangaroo!'



'What?' said the kangaroo, 'You're slow and fat and sleepy – you can't run faster than me! But if you want to race, let's go!'

All the animals watched anxiously as the kangaroo and the wombat lined up to start the race. 'Ready, steady, go!' shouted the koala – and off they went.

The kangaroo raced ahead and was soon out of sight, while the wombat slowly lumbered along the track. 'Oh no' said the other animals, 'the kangaroo will win easily!'

The kangaroo was sure he would win, so after a while he thought he would just have a little nap while the wombat caught up a bit. However, he fell into a deep sleep. Meanwhile, the wombat, slowly but surely, crept along the track until he passed the sleeping kangaroo.

Suddenly the kangaroo woke up and saw the wombat almost at the finish line. 'Oh no', he thought, 'I'd better hurry and pass him'. But it was too late – the kangaroo had left it until the eleventh hour and the wombat crossed the finishing line just a few seconds ahead.

'Hurray!' shouted all the animals. 'That silly kangaroo waited until the last minute and lost the race. Good old wombat is the fastest animal!'



The 11th Hour

Student Worksheet 2

3

Working with a partner, match the two parts of the sentences together to tell the story:

- | | |
|-----------------------------|-----------------------------------|
| 1 Chris is worried because | a to go shopping for him tonight. |
| 2 Chris wants his mother | b and can't help Chris. |
| 3 Chris's mother suggests | c that Chris is so disorganised. |
| 4 'The eleventh hour' means | d he should miss his soccer. |
| 5 Chris's mother is busy | e at the last minute. |
| 6 Chris's mother is annoyed | f he hasn't done his project. |

.....fold.....

MOTHER Chris, you're home late today – hurry and get changed for soccer practice.

CHRIS Sorry, Mum. Actually, could you please go to the shops while I'm at soccer?

MOTHER No I can't. I don't have time. I said I'd drop a meal into Mrs Roberts – she's been very sick. Then I have to get dinner ready here before I go to my class tonight.

CHRIS But Mum, I really need you to go to the shops!

MOTHER What's so urgent? Can't it wait until tomorrow?

CHRIS I forgot my school project is due tomorrow and I haven't started yet. I need cardboard and some other things to do it tonight.

MOTHER I'm sorry. You'll just have to use whatever we have at home. Why do you never get around to doing things until the last minute?

CHRIS Please Mum, can't you go shopping and then stay home and help me tonight?

MOTHER Chris, you have to learn not to leave your work until the eleventh hour! Maybe you need to miss soccer tonight and get on with your project instead.

CHRIS Oh, Mum!



The 11th Hour

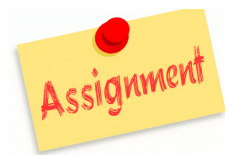
Student Worksheet 3



early	on time	just in time	late
at the last minute	in the nick of time	overdue	at the 11th hour

- 1 Find the four time words / phrases in the box that have similar meanings. Underline them.
- 2 Some University students have an assignment that needs to be completed and handed in. Underline the correct verb form in each of the sentences below. Then write one of the words from the box above about their timing.

- a Madhu **going** / **was going** overseas the week before the assignment was due so she **handed** / **handing** it in before she left. Her assignment was
- b Kim is always **leaving** / **left** things until the last minute, so she **is sitting** / **sat** up until midnight and **get** / **got** it in just one hour before it was due! Her assignment was
- c Trevor was **sit** / **sitting** outside the office scribbling away and then **handed** / **handing** it in just as the office was **closing** / **close**. His assignment was
- d Stewart was **going** / **went** out to a party and **overslept** / **oversleep** and **missing** / **missed** the deadline. His assignment was



- 3 Using at least three of the expressions in the box, write your own sentences. Then read them to your partner.

e.g. My sister always leaves everything until the last minute.

.....

.....

.....



Did you know?

Australians expect you to be on time or early, at the most only 5-10 minutes late unless you have a really good excuse. If you are running late to meet someone, it is polite to phone and let them know when you expect to arrive.

Ask another student if this is true in their first country and if not, what is the polite time to arrive.

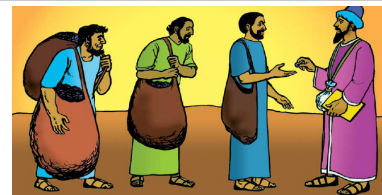
The 11th Hour

Bible Worksheet

3

1 Read this story Jesus told about some workers in a Vineyard.

As Jesus was telling what the kingdom of heaven would be like, he said: Early one morning a man went out to hire some workers for his vineyard. After he had agreed to pay them the usual amount for a day's work, he sent them off to his vineyard.



At about the third hour, the man saw some other people standing in the market with nothing to do. He said he would pay them what was fair, if they would work in his vineyard. So they went.

At about the sixth hour and the ninth hour he returned to the market. And each time he made the same agreement with those there who had nothing to do.

Finally, about the eleventh hour, the man went back and found some others standing there. He asked them, "Why have you been standing here all day long doing nothing?" "Because no one has hired us," they answered. Then he told them to go work in his vineyard.

That evening the owner of the vineyard told the man in charge of the workers to call them in and give them their money. He also told the man to begin with the ones who were hired last. When the workers arrived, the ones who had been hired at the eleventh hour were given a full day's pay.

The workers who had been hired first thought they would be given more than the others. But when they were given the same, they began complaining to the owner of the vineyard. They said, "The ones who were hired last worked for only one hour. But you paid them the same that you did us. And we worked in the hot sun all day long!"

The owner answered one of them, "Friend, I didn't cheat you. I paid you exactly what we agreed on. Take your money now and go! What business is it of yours if I want to pay them the same that I paid you? Don't I have the right to do what I want with my own money? Why should you be jealous, if I want to be generous?"

Jesus then said, "So it is. Everyone who is now first will be last, and everyone who is last will be first."

Matthew 20:1-16

2 The working day in this story started at 6 am and finished at 6 pm making it a 12 hour working day. Write the hour they started work and the number of hours worked for each of the groups employed in the vineyard.

	1 st group	2 nd group	3 rd group	4 th group	5 th group
The hour they started work	1 st hour				
Hours worked	12 hours				

- 3 a What did the owner of the vineyard agree to pay the first workers he employed?
.....
- b Did the workers agree to work for this amount?
- c Do you think it was right that the 1st group of workers complained?
- d Which workers do you think were most grateful for their pay?
- 4 What can you say the Kingdom of heaven will be like from this story?
.....

No Rest For The Wicked

4

Objectives

- To read about the history of using 'No rest for the Wicked' and understand its use today.
- To practise asking and answering questions about everyday activities.
- To become familiar with some common sayings.
- To practise pronouncing sayings.
- To practise using phrasal verbs and phrases for additional information.

Preparation

- Photocopy Student Worksheet 1 and cut.
- Photocopy other student worksheets.
- CD and CD player.

Method

Introduction

Write on the board **women** and **men**.

Think of an activity that is usually done by women in Australia e.g. ironing a shirt.

Tell the students ***This is an activity that is usually done by women in Australia.***

Can you guess what it is?

Act out the activity.

Repeat this with an activity that is usually done by men e.g. mowing the lawn.

Speaking

Step 1

Ask a student ***What is an activity that only men do in the country you come from?***

Ask another student ***What is an activity that only women do in the country you come from?***

Step 2

Hand out the chart from Student Worksheet 1.

Students complete the first column for themselves. Then they ask two other students from different countries about the activities women and men do in these countries. Make sure students are asking and answering questions, not simply filling in each others' charts.

Ask some students to share what they found out.

Step 3

Tell the class that while there are activities that are usually done by women or men in Australia, men and women share most activities these days. e.g. doing housework, caring for children, *helping at their children's school.

(*Include this example as it leads into the next section. You may like to point out that it is usually mums who help at school as they are often at home when the children are young.)

Reading

Step 1

In groups, write down as many activities they can think of that parents do to help at their children's school.

You could make this a game and get the first group to call out 'Stop' when they have 5.

Share ideas.

Step 2

Tell the students that they are going to read about a mum who is very busy helping at her children's school.

First they need to check they know the meaning of some of the words.

Elicit the following vocabulary from the class by giving them these clues. Write the first letter on the board and give them other clues if they are finding it difficult. Tell them what the word is if they don't know.

Write each word on the board when you have practised saying each one together.

Something that someone else used to own, but is now yours. (second hand)

Someone who is very bad or evil is _____. (wicked)

This is a casual way of talking about a cup of tea. (a cuppa)

This is a verb which means to organise and arrange things. (to sort)

This is a casual word that means really annoyed, angry. (cranky)

Hand out Student Worksheet 2. Students complete question 1.

Step 3

Students read the dialogue on the worksheet to themselves.

CD track 5.

FRANCES	I am feeling so cranky! I already help at the kids' school a lot! I help out in the canteen every week and I sort the second hand uniforms for the uniform shop. I've really bitten off more than I can chew and now they're asking me to pick up the kids and take them to the drama class after school on Tuesdays as well! Oh well. There's no rest for the wicked.
JULIE	Frances, you're the last person I'd say was wicked! You've got a heart of gold. Actually I happen to be free on Tuesdays so I could take the boys to the drama class if you like.
FRANCES	Oh Julie, would you really? What a Good Samaritan you are! I'm so lucky to have you as a neighbour. Are you sure that's OK?
JULIE	Yes, of course! And I love having you as a neighbour too. I think it's time you took the weight off your feet. Let's sit down and have a cuppa together.
FRANCES	Oh yes. Thanks. That would be lovely.

In pairs students complete question 3, doing their best to match the sayings with their meanings.

Answers

a pick up the kids b bitten off more than I can chew c good Samaritan d heart of gold
e took the weight of your feet f There's no rest for the wicked.

Speaking and Listening

Step 1

Say each of the phrases in question 2 clearly. Students practise saying them after you.

Write **There's no rest for the wicked** on the board.

Ask the class to tell you where the stress is when you say it. Mark it like this.

There's no rest for the wicked.

Students practise saying it again.



Step 2

Play CD track 5 for the students to hear how the whole dialogue is said.

Then, read the dialogue with a helper or a competent student. Stop when you get to the sayings and get the students to say them. Repeat.

Check for correct stress and intonation.

Optional

In pairs, students practise saying the dialogue together. Swap roles.

Reading

Step 1

Students complete question 4 on Student Worksheet 2.

Answers

- a *She feels cranky/angry at the beginning but happy and thankful at the end.*
- b *She thinks she has enough to do already. She helps a lot at the school and resents being asked to do one more thing.*
- c *She offers to take Frances's boys to the drama class for her. (She also suggests they have a cup of tea together.)*
- d *She thinks she's lucky because she has such a great friend like Julie.*

Step 2

Hand out Student Worksheet 3. Read 'Did you know?'

Discuss the question underneath.

Answer

Frances has so much to do, there is no time to rest so she will just keep on doing everything.

NOTE - Some students come from cultures where they believe that bad things that happen to them are punishment for being a bad person. It is important that they understand that we don't believe that and that this saying is not meant to be taken literally but jokingly.

Language 1- Phrasal verbs

Step 1

Read the definition of phrasal verbs in the box on the worksheet.

Give some examples of these, eliciting the second part from the class. e.g. stand (up) sit (down) throw (away / up) calm (down) look (out/around). Ask them to find the two phrasal verbs in the dialogue on Student Worksheet 2 and underline them. ('pick up' and 'sit down').

Step 2

Students complete question 1 on the worksheet.

Answers

Every morning I drop off the kids at school. After that, I do the food shopping. In addition I help out at the school canteen and the uniform shop every week. On top of that I look after my friend's son on Tuesday mornings. What's more I now have to pick up the kids and take them to drama class. I really need to sit down and have a cuppa!

Optional Language 2 - Phrases for additional information

Step 1

Tell students to look at the words in bold in question 1. Read them together.

Say ***When someone thinks they are too busy, they may use these phrases when they talk about all the things they do.***

As a class, make up some sentences beginning with these words, giving them a beginning sentence.

e.g. *My week is full of appointments! I have a dentist appointment tomorrow morning. After that...*

Step 2

Students work in pairs to make up their own sentences using these phrases.

You could get them to tell each other about a busy day they had last week or about something else where many things happened e.g. a day when there was a big storm.

Ask for volunteers to share their sentences.

Bible Spot - Isaiah 40:28-31; 57:20-21

Objectives

- To learn that 'No rest for the wicked' originates from the Bible.
- To learn synonyms for words in the passage.

Step 1

Write on the board '**No rest for the wicked**'.

Tell students that this saying comes from the Bible.

Read to the students Isaiah 57:20-21. ***The wicked are like a restless sea tossing up mud. 'There is no peace,' says my God, 'for the wicked.'***

Ask ***What is the phrasal verb?***

Read it again several times if necessary. (tossing up) Demonstrate 'tossing up' by throwing up a ball, or pieces of paper.

Step 2

Hand out the Bible Worksheet. Allow students time to read the Bible passage for themselves.

Ask ***What is another word for 'wicked'?*** (bad people / evil people...)

Tell the students that this is a 'synonym' of wicked. Explain that synonyms are words that have the same or similar meaning.

Students complete question 1.

Some possible answers

*a wicked – evil people/ bad people b restless – unrestful / not able to be calm / not able to sleep
c tossing up – throwing d peace – calm / quiet*

Step 3

Students read Isaiah 40:28-31 then complete question 2.

Answers

a power b tired c youthful d weary e trip over f have faith in g discover h flying high

In pairs, students read the Isaiah 40:28-31 passage to each other using their synonyms instead of the words in the passage.

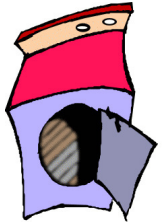
No Rest For The Wicked

4

Student Worksheet 1

Think about everyday activities women and men do in your first country. Write these things in the first column below. Then ask two other students from other countries what happens in their cultures.

Name	Me		
Country			
What activities do women do in the country you come from?			
What activities do men do in the country you come from?			



✂-----

Think about everyday activities women and men do in your first country. Write these things in the first column below. Then ask two other students from other countries what happens in their cultures.

Name	Me		
Country			
What activities do women do in the country you come from?			
What activities do men do in the country you come from?			



✂-----

Think about everyday activities women and men do in your first country. Write these things in the first column below. Then ask two other students from other countries what happens in their cultures.

Name	Me		
Country			
What activities do women do in the country you come from?			
What activities do men do in the country you come from?			



No Rest For The Wicked

Student Worksheet 2

4

1 Match the words with their meanings.

second hand

wicked

a cuppa

to sort

cranky

another word for a cup of tea

to organise and arrange things

something that someone else used to own, but is now yours

really annoyed or angry

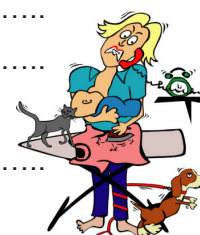
someone who is very bad or evil

2 Read the dialogue between two neighbours.

- FRANCES I am feeling so cranky! I already help at the kids' school a lot! I help out in the canteen every week and I sort the second hand uniforms for the uniform shop. I've really ***bitten off more than I can chew*** and now they're asking me to ***pick up the kids*** and take them to the drama class after school on Tuesdays as well! Oh well. ***There's no rest for the wicked.***
- JULIE Frances, you're the last person I'd say was wicked! You've got ***a heart of gold.*** Actually I happen to be free on Tuesdays so I could take the boys to the drama class if you like.
- FRANCES Oh Julie would you really? What ***a Good Samaritan*** you are! I'm so lucky to have you as a neighbour. Are you sure that's OK?
- JULIE Yes, of course! And I love having you as a neighbour too. I think it's time you ***take the weight off your feet.*** Let's sit down and have a cuppa together.
- FRANCES Oh yes. Thanks. That would be lovely.

3 Look at the phrases in italics in the passage. Work with a partner to try to match them with the meanings below. Write them in the space.

- a Drive the car to collect children.
- b Doing more than I can manage.
- c Someone who helps in a time of need.
- d Someone who is very kind has this.
- e Sit down and rest.
- f There is no rest for a busy person.



4 Answer these questions about the dialogue.

- a How does Frances feel at the beginning and how does she feel at the end ?

.....

- b Why doesn't Frances want to pick up the kids to take them to the drama class after school?

.....

- c How does Julie make Frances feel better ?

.....

- d Why does Frances think she is lucky?

.....

No Rest For The Wicked

Student Worksheet 3

4

Did you know?

Sometimes in English we jokingly say the opposite to what is true. For example, sometimes friends will call a really tall man 'shorty'. A current colloquial expression is to say 'wicked' meaning 'wonderful'!
e.g. Oh, that chocolate was really wicked!

The expression 'No rest for the wicked' comes from the Bible and originally meant that God would give evil people no peace. In the 1920s Harold Gray started a comic strip for American publications called 'Little Orphan Annie'. Annie was taken from an orphanage by a cruel woman who forced her to work really hard. In the 1930s he started a series of Little Orphan Annie comic strips called 'No Rest for the Wicked' and the phrase is now slightly humorous and not serious.

DISCUSS...

Which one of these meanings do you think is the best meaning of 'There's no rest for the wicked' in the dialogue ?

- Frances has so much to do, there is no time to rest so she will just keep on doing everything.
- or The wicked will never get any rest.
- or Frances thinks she is a bad person so that is why she has so much to do.

Phrasal verbs

A phrasal verb is a verb plus an adverb, or a preposition.

These are two words that often go together.

e.g. throw away

(verb) + (preposition)

- 1 Fill in the gaps in the passage below with one of the following phrasal verbs.

pick up

drop off

help out

look after

sit down



Every morning I the kids at school. **After that**, I do the food shopping. **In addition** I at the school canteen and the uniform shop every week. **On top of that** I my friend's son on Tuesday mornings. **What's more** I now have to the kids and take them to drama class. I really need to and have a cuppa!

- 2 Notice the words in bold. These are phrases used to add extra information. Make up some similar sentences and tell your partner. Write some below.

.....

.....

.....

.....

.....

No Rest For The Wicked

Bible Worksheet

4

No rest for the wicked' originally comes from the Bible.

**The wicked are like a restless sea tossing up mud.
'There is no peace,' says my God, 'for the wicked.'**



From Isaiah 57:20-21

1 Write synonyms for these words.

a wicked

b restless

c tossing up

d peace

The LORD gives strength to those who are weary.
Even young people get tired, then stumble and fall.
But those who trust the LORD will find new strength.
They will be strong like eagles soaring upward on wings;
they will walk and run without getting tired.



Isaiah 40:28-31

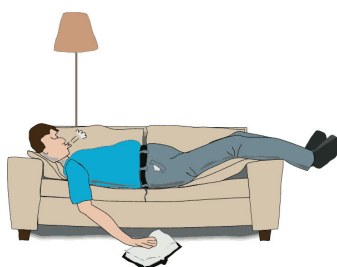
2 Choose a synonym from the box to replace the following words in the Bible passage.

a strength b weary c young

d tired e stumble f trust

g find h soaring

tired trip over power discover
have faith in youthful weary flying high



Objectives

- To learn the meaning of an 'old wives' tale' and its use in everyday language.
- To identify the difference between 'old wives' tales', 'superstitions' and 'myths'.
- To practise a conversation between a mother and son at the beach.
- To practise using 'I used to..... but now'

Preparation

- Bring a photo of yourself as a child.
- Photocopy student worksheets.
- CD and CD player.

Method

Introduction

Step 1

Show the photo of yourself as a child. Ask **Who do you think this is?**

Share a story about your childhood. It needs to be a story about something a parent or grandparent told you to do, but you now know that it is not true i.e. it is an 'old wives' tale'.
e.g. If you eat your crusts, your hair will go curly.

Step 2

As a class discuss these questions...

When you were a child, did an adult tell you something like this, that you now know is not true ? Or did someone tell you not to do something because it would bring you bad luck?

Did you always believe him / her?

Have you ever told your children stories like this? Do they / did they believe you?

Step 3

Write on the board _ _ _ _ _

Ask the students to guess letters to spell the name we give these stories.

Fill in the letters, hangman style (without the hangman) until it spells **old wives' tales**.

Listening

Say **Soon we are going to hear something that one mother believed was good advice, but her young son Chris, thought was an old wives' tale. They were at the beach.**

Step 1

Pre teach vocabulary in the listening text by eliciting it from the class. Write it on the board.

Ask **Some beaches have big waves. What do we call all the big waves?** (the surf)

What do some people use in the surf? (a surfboard)

What do little children do in the water if they cannot swim? (paddle).

What happens if someone goes under the water and doesn't come up again? (they drown).



Step 2

Play CD track 6 twice.

Divide the class in half. The teacher reads one part with half the class repeating. A helper reads the other part with the other half of the class repeating. Students then swap roles.

CD track 6

AT THE BEACH

MOTHER Have you finished lunch? Do you want another sandwich?

CHRIS No, thanks, Jim's calling me. I want to try out my new surfboard again. I'm sure I can race him out to those waves. And I'll surf back in faster than him too.

MOTHER You know you can't go back in the water yet. You have to wait for half an hour after you've eaten.

CHRIS Mum, nobody believes that these days. Look at all the other kids in the surf. They've just finished lunch too. I know Jim has. I saw him eating an apple a few minutes ago.

MOTHER Chris, I don't want you to drown. We've always said you have to wait half an hour after lunch.

CHRIS Oh, Mum! I won't drown. That's just an old wives' tale. It's just the same as last year. Remember you told me I'd have seven years bad luck? All because I broke that mirror. Well, nothing's happened.

MOTHER That's only one year ago. I said seven years. And if you go in now straight after lunch and drown, wouldn't that be bad luck? Come back here and wait.

CHRIS But Dad's taken Clare down to the water. She's just had lunch too.

MOTHER Clare's too young to go into the surf. Dad will watch her while she paddles on the edge.

CHRIS Well, can't I go and paddle too?

MOTHER Yes, you can paddle. But leave that surfboard right here. Don't go swimming until after 1.30.

CHRIS I hate those old wives' tales. They stop me doing what I want.

Step 3

Hand out Student Worksheet 1, folded.

Tell students to find the two places it says 'old wives' tale/s' and underline them.

Step 4

Write on the board **Old Wives' Tale** **Superstition** and **Myth**.

Say these words with the class repeating. For superstition, make sure four syllables are said with stress in the following place.

Mark this on the white board. su /per /sti /tion

Step 5

Tell the class that these are similar but not the same.

Ask **Which one of these do you think gives good advice, often about your health?** (Old wives' tales)

Which one tells us we will have good luck or bad luck when something happens? (superstition)

What do you think a myth is? (Not a true story, from a long time ago about strange animals or people.)

Ask **Which was an old wives' tale in our story of the mother and the boy?** (You have to wait half an hour after you have eaten before you can swim.)

Was there also a superstition or myth they talked about? (Yes, a superstition – Seven years bad luck when Chris broke a mirror.)

Tell the class that some people will believe something is an old wives' tale, or a superstition while other people will believe that it is true.

Step 6

Students unfold the worksheet and complete questions 1 and 2.

To revise the first conditional using 'if' from Lesson 1, see if students can write both answers in this form. i.e. If....., you..... Write this form on the white board to help them.

Answers

1 If you go swimming without waiting half an hour after eating, you could drown.

2 If you break a mirror, you will have seven years bad luck.

Reading

Hand out Student Worksheet 2.

Students work in pairs to try complete question 1, matching the two halves of the sentences together.

Do the first one together as a class.

Answers

1c, 2f, 3e, 4g, 5a, 6b, 7d

Students complete question 2. The explanation in the box should help.

Answers

2 Old wives' tales 1c, 2f, 6b, 7d,

Superstitions 3e, 4g

Myths 5a

Speaking

In pairs, students share any old wives' tales, superstitions or myths from their original culture that they used to think were true, but now know are not true.

Students share what they found out about their partner with the class.

Be aware that many students will still believe superstitions from their original culture so be careful not to treat such beliefs as silly.

Language

Step 1

Write on the board something you used to believe, but now you don't believe anymore. This could be what you shared in the introduction part of the lesson.

e.g. I **used to believe that if I ate my crusts I would have curly hair, but now I don't believe it.**

Underline **I used to** and **but now**.

Explain that when we did something in the past but don't do it anymore, we often use *I used to* and *but now*.

Underneath this write something you used to do, but you don't do it now.

e.g. I **used to ride my bike every day, but now I drive my car everywhere.**

Say this sentence several times and have the students repeat it.

Step 2

Students complete question 3 on Student Worksheet 2, by writing four sentences about something they used to do, but now do something else instead.

Step 3

Students share their sentences with a partner, then a few with the class.

Bible Spot - 1Timothy 4:7-9

Objectives

- To learn that 'old wives' tales' originates from the Bible.
- To understand that this part of the Bible is a letter written by Paul to Timothy.

Step 1

Hand out the Bible Worksheet.

Ask a competent student to read the introduction. Read the text.

Step 2

Students work with a partner to answer questions 1, 2 and 3.

Answers

1a train b physical c value d godless e godliness f godly g holding promise

2a F b F c T d T e T f T

AT THE BEACH

- MOTHER Have you finished lunch? Do you want another sandwich?
- CHRIS No, thanks, Jim's calling me. I want to try out my new surfboard again. I'm sure I can race him out to those waves. And I'll surf back in faster than him too.
- MOTHER You know you can't go back in the water yet. You have to wait for half an hour after you've eaten.
- CHRIS Mum, nobody believes that these days. Look at all the other kids in the surf. They've just finished lunch too. I know Jim has. I saw him eating an apple a few minutes ago.
- MOTHER Chris, I don't want you to drown. We've always said you have to wait half an hour after lunch.
- CHRIS Oh, Mum! I won't drown. That's just an old wives' tale. It's just the same as last year. Remember you told me I'd have seven years bad luck? All because I broke that mirror. Well, nothing's happened.
- MOTHER That's only one year ago. I said seven years. And if you go in now straight after lunch and drown, wouldn't that be bad luck? Come back here and wait.
- CHRIS But Dad's taken Clare down to the water. She's just had lunch too.
- MOTHER Clare's too young to go into the surf. Dad will watch her while she paddles on the edge.
- CHRIS Well, can't I go and paddle too?
- MOTHER Yes, you can paddle. But leave that surfboard right here. Don't go swimming until after 1.30.
- CHRIS I hate those old wives' tales. They stop me doing what I want.



.....fold.....

1 What does Chris think is the old wives' tale?

.....

2 What superstition does Chris' mother believe?

.....

Old Wives' Tales

5

Student Worksheet 2

- 1 Work with a partner to match the two halves of these sentences.
Write the letter of the matching end in the space.

- | | | |
|---|-------|---|
| 1 If you eat your bread crusts | _____ | a to blind the devil waiting there. |
| 2 Don't pull ugly faces | _____ | b you will catch a bad cold. |
| 3 If you walk under a ladder | _____ | c you will have curly hair. |
| 4 If you break a mirror | _____ | d your nose will grow long. |
| 5 If you spill salt, throw some over
your shoulder | _____ | e you'll have bad luck. |
| 6 If you get cold | _____ | f because the wind might change and you
will always have that ugly look. |
| 7 If you tell lies | _____ | g you will have seven years bad luck. |



Old wives' tales

- These give good advice, often about your health.

Superstitions

- These are about receiving good or bad luck when something happens.

Myths

- These are fictional stories from a long time ago about strange animals or people.

- 2 Look at the sentences in question 1 above and write **OWT** next to the ones that are Old Wives' Tales, **S** next to the ones you think are Superstitions and **M** next to the ones you think are Myths.

Subject + used to ..., but now...

This is used when we often did something in the past, but we don't do it anymore. We may do something else instead.

e.g I **used to** get up at five o'clock when I was a child, **but now** I sleep until seven.
She **used to** drink tea every day, **but now** she drinks coffee.

- 3 Write four sentences about something you used to do, but now you do something else instead.

- 1
.....
- 2
.....
- 3
.....
- 4
.....

Part of the Bible is written by Paul who was a Jewish teacher. He became a follower of Jesus. He wrote two letters to a young man called Timothy, who also was a follower of Jesus. He gave him advice about how to live in a way which pleases God. Read what Paul said...

Have nothing to do with godless myths and old wives' tales;
rather train yourself to be godly.

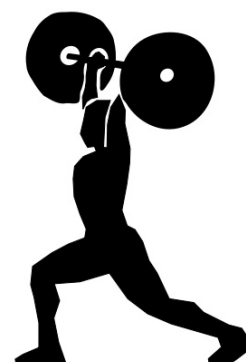
For physical training is of some value,
but godliness has value for all things,
holding promise for both the present life and the life to come.
1 Timothy 4:7-9

1 Some of the words in the text are underlined. Write them next to their meanings below.

- | | | |
|---|------------------------------------|-------|
| a | Work hard at practising something. | ..... |
| b | This is to do with the human body. | ..... |
| c | Worth a lot. | ..... |
| d | Having nothing to do with God. | ..... |
| e | Like God (noun). | ..... |
| f | To be like God (adjective). | ..... |
| g | Expecting something good. | ..... |

2 Write **T** (true) or **F** (false) next to these statements.

- | | | |
|---|--|-------|
| a | It is good to believe myths and old wives' tales. | ..... |
| b | You cannot train yourself to be godly. | ..... |
| c | Physical training has some value. | ..... |
| d | Training yourself to be godly is more valuable. | ..... |
| e | Godliness is good for this life and the next life. | ..... |
| f | This Bible text is from Paul's first letter to Timothy | ..... |



3 Discuss with your partner the things you value most in your life.

A Little Bird Told Me Mind Your Own Business



Objectives

- To learn the meaning of various sayings, especially 'A little bird told me' and 'Mind your own business' and their use in everyday language.
- To distinguish between polite and impolite personal questions in western culture.
- To practise listening for specific information.
- To learn the difference between reported and direct speech.
- To practise using direct and reported speech.

Preparation

- Bring a map and a dictionary.
- Photocopy the board game, one for each group of three students.
- Bring dice and counters.
- Photocopy the worksheets.
- CD and CD player.

Method

Introduction

Step 1

Show the class a map.

Ask **What information does a map give me?** (where places are, how to get to places)

Show the class a dictionary.

Ask **What information does a dictionary give me?** (the meaning of words; spelling)

Step 2

Divide the class into pairs or groups of three.

Ask each group to write down all the ways that people get information. You could make this a game and see who gets 10 ways, first. They call out 'STOP'.

e.g. internet, email, teacher, brochures, books, Facebook, Twitter, Google, ask people, text books, neighbours, experts, websites.

Students share their answers with the class.

Step 3

Ask **Which of these do you think are most reliable?**

How do you find out personal information about people you know?

Step 4

Hand out Student Worksheet 1

Students complete question 1. Do the first one together.

Answers

- ✓ Where do you live?
- X How much do you earn?
- X How old are you?
- X Why don't you have any children?
- ✓ When is your birthday?
- X How much did your house cost?
- ✓ Where were you born?
- ✓ Why didn't you come to the class picnic? (There could be some debate about this.)

Ask students if this is the same in the culture of the country they have come from.

Listening

CD track 7

SCOTT	How was your day love?
TRISH	It was incredible! You'll never guess what happened.
SCOTT	Try me!
TRISH	Well... Ruth came along at about 12.45 when I was flat out doing the accounts and told me to drop everything and go to the lunch room. So I did, but when I opened the door I got such a shock. All my work colleagues shouted, 'Surprise!' Somehow they had found out it was my birthday this weekend so they gave me a surprise lunch!
SCOTT	Wow! What a lovely thing to do! How did they know it was your birthday this weekend?
TRISH	I don't know. I asked Ruth that, and she said that a little bird told her.
SCOTT	So when's Ruth's birthday? You will have to make sure that you do something for her.
TRISH	That's the trouble. I don't know! When I asked Ruth, all she said was 'Mind your own business!'

Step 1

Students turn over their worksheet so they can't read it.

Tell students that they are going to listen to Trish tell Scott about her day at work.

Ask **What happened at Trish's work today?** Write this on the board.

Play CD track 7

Discuss the answer to the question on the board. Play the text again if necessary.

Step 2

Students turn over the worksheet and answer questions 2a and 2b.

Answers

2a *Surprise!* b *Ruth*

Students complete question 3. Play the listening text as many times as needed, for students to fill in the missing words and phrases in question 3 at least three times. Mark it together.

Students unfold the worksheet and complete question 4 in pairs, guessing the meaning of each saying from its context.

Do the first one together.

Answers

4a *Flat out.* b *Wow!* c *Mind your own business.* d *Drop everything.* e *A little bird told me.* f *Try me.*

Speaking

Step 1

Hand out Student Worksheet 2, folded.

Read together the explanation of when 'A little bird told me' is used.

Tell the class that they have heard this saying used in the situation of 'a surprise party' (with Trish and Scott) and now in the situation of 'getting a job'.

Step 2

Tell the students that they are going to work in pairs to think of a different situation where this saying could be used. Do one together first. Write on the board **smoking** (as in cigarettes).

Ask the class ***What could happen to make someone say ‘a little bird told me’ when someone has been smoking?*** If they need more help, give them ideas by writing on the board words like **parents** and **school**. e.g. A father confronts his daughter and tells her that he knows that she has been smoking. The daughter asks her father how he knows. The father tells the daughter that *a little bird told him*.

Step 3

In pairs, students work together to make up a story / scenario using a little bird told me in one of the contexts written on the board. i.e. **a wedding, homework, an overseas trip**. Students then share their story with the class.

Step 4

Read together the explanation of when ‘Mind your own business’ is used.

Ask the class to suggest another question that someone might ask which might cause the response ‘Mind your own business’ e.g. *In what year were you born? Why weren’t you home for dinner?* You could refer them back to question 1 on Student Worksheet 1 for ideas. Students then complete question 1 on the worksheet. Then, share answers with a partner.

Language – Reported and direct speech

Step 1

(Set the board out in 2 columns.)

On Student Worksheet 2, read the box headed ‘Direct Speech’.

Write in the first column on the board **‘Go to your room.’**

Read the box headed ‘Reported Speech.’

Write in the second column on the board **He told me to go to my room.**

Check they know which is reported speech and which is direct speech.

Students look back at Student Worksheet 1. Tell them to find the part which has the exact words Ruth said. ‘Mind your own business.’

Write in the first column on the board **‘Mind your own business.’**

Ask the class to tell you how to write this in reported speech. Write this in the second column. The board should look like this:

‘Go to your room.’

He told me to go to my room.

‘Mind your own business.’

She told me to mind my own business.

Step 2

Students unfold the worksheet. Complete question 2 indicating whether each sentence is ‘direct speech’ or ‘reported speech’.

Answers

2a reported b direct c reported d reported e direct

Students complete 3 on the worksheet, doing the first one of each together.

Answers – some other answers may be acceptable.

3a ‘Make your bed.’ b ‘Could you help me find my glasses?’ c ‘Get your dog off my lawn!’
d ‘Thank you for collecting my mail for me.’

Tell students that when we change direct speech to reported speech, we change the pronouns. This depends on who is being spoken to. Underline **your** and **my** in the examples on the board.

Students complete question 4. Do the first one together.

Answers

4a *She said that she was (is) tired.* b *He said that he didn't (doesn't) want to study.*

c *He told me that they often went (go) to the cinema.* d *She complained that her coffee was cold.*

Optional

Play the game on page 50. 'Tell what he/she said.' You need one game board, one die and three counters.

Students form groups of three. One person rolls the die and moves that number on the board.

He/she asks the question that is landed on to the person on the left. The person on the left answers it. The third person then reports what he/she said in reported speech. e.g. She said that she will cook dinner when he gets home today.

Bible Spot - Ecclesiastes 10:20 1Thessalonians 4:11

Objectives

- To learn that 'A little bird told me' & 'Mind your own business' originate from the Bible.
- To practise listening for detail.
- To understand the meaning of 'to curse'.
- To practise correcting written errors.

ECCLESIASTES 10:20

Step 1

Refer students to the sayings on Student Worksheet 1 – question 4.

Ask students to guess which two come from the Bible.

Answer

A little bird told her, Mind your own business

Step 2

Hand out the Bible Worksheet.

Read to the class the introduction and the Bible passage.

In pairs, students read the Bible passage to each other.

Step 3

Read the definition of 'to curse'.

To check understanding, ask ***Is it good to curse someone or bad?***

Does 'to bless' mean the same as 'to curse' or the opposite?

Step 4

Question 2 - In pairs, students discuss these questions. Answers are then shared with the class.

Why do you think it would not be a good idea to curse the king or rich people?

What do you think Solomon means by 'a little bird'?

Step 5

Students complete question 3, beginning with folding the worksheet. They can work with a partner if they like.



1 THESSALONIANS 4:11

Play CD track 8.

Try your best to live quietly, to mind your own business and to work hard just as we taught you to do. Then you will be respected by people who are not followers of the Lord and you won't have to depend on anyone.

Step 6

Tell the class to listen to the wise words that Paul wrote to Jesus' followers in Thessalonica.

Tell the students to listen again, this time joining the beginning and end of the sentences at question 1 on the worksheet. Play the text again if necessary.

Answer

<i>Try your best</i>	<i>to live quietly,</i>
<i>to mind</i>	<i>your own business</i>
<i>and to work</i>	<i>hard</i>
<i>just as we</i>	<i>taught you to do.</i>
<i>Then you will be</i>	
<i>respected by people who</i>	
<i>are not followers of the Lord</i>	<i>and you won't have to depend on anyone.</i>

Step 7

Students complete question 2 on the worksheet. Tell them that there are some wrong words and spelling mistakes; nine altogether.

Answer

Try your best to ~~cause trouble~~ **live quietly**, to mind ~~you're~~ **your** own ~~bussiness~~ **business** and to ~~play~~ **work** hard just as we ~~tert~~ **taught** you to do. Then you ~~won't~~ **will** be respected by people who are ~~followers~~ **not followers** of the Lord and you ~~will~~ **won't** have to depend on ~~everyone~~ **anyone**.

If time, students write out the correct text themselves.

A Little Bird Told Me Mind Your Own Business

6

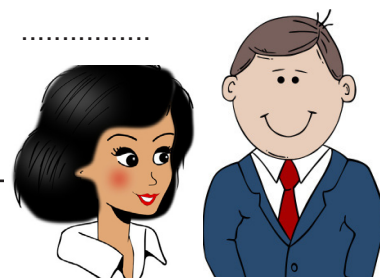
Student Worksheet 1

- 1 Tick the questions that are polite to ask a person in Australia and put a cross next to the questions that are NOT polite to ask.

Where do you live?	When is your birthday?
How much do you earn?	How much did your house cost?
How old are you?	Where were you born?
Why don't you have any children?	Why didn't you come to the class picnic?

- 2 Listen to Trish telling Scott about her day at work. Answer these questions.

- a What did Trish's work colleagues shout when she opened the door?
- b Who organised this?



- 3 Fill in the missing words and phrases.

SCOTT How was your day love?

TRISH It was incredible! You will never guess what happened.

SCOTT

TRISH Well... Ruth came along at about 12.45 when I was doing the accounts and told me to and go to the lunch room. So I did, but when I opened the door I got such a shock. All my work colleagues shouted, 'Surprise!' Somehow they had found out it was my birthday this weekend so they gave me a surprise lunch.

SCOTT What a lovely thing to do! How did they know it was your birthday this weekend?

TRISH I don't know. I asked Ruth that, and she said that

SCOTT So when's Ruth's birthday? You will have to make sure that you do something for her.

TRISH That's the trouble. I don't know! When I asked Ruth all she said was, '.....'

..... fold

- 4 Write the underlined sayings in the text next to the meanings below.

- a Really busy
- b That's amazing!
- c Don't ask personal questions.
- d Stop what you're doing.
- e Someone told me a secret!
- f Tell me anyway.

A Little Bird Told Me Mind Your Own Business

6

Student Worksheet 2

A little bird told me.

This saying is used when you want to let someone know that you are not going to tell them who gave you the information they are talking about.

e.g. 'So who told you she had got the job?' 'Oh, let's just say a little bird told me.'

Mind your own business.

This saying is used to tell someone that you want them to respect your privacy and not ask them about something personal. It is not very polite.

e.g. 'Where have you been?' 'Mind your own business!'

- 1 Think of three different questions someone might ask, to which the response is 'Mind your own business.' Write them below.

.....

.....

.....

Direct Speech

Words that are in '....' (speech marks) are the actual words that someone has said. This is called **direct speech**. e.g. *He said, 'Go to your room'* This is always in the present tense.

Reported Speech

When someone reports what someone said without using the actual words, this is called **reported speech**. e.g. *He told me to go to my room.*

.....fold.....

- 2 Tick whether these are direct speech or reported speech.

	Direct Speech	Reported speech
a He told me to take the rubbish out.		
b 'Don't forget to fill the car up with petrol.'		
c Louise reminded him to fill the car up with petrol.		
d She told me she would call me on Monday.		
e 'I will call you on Monday.'		

- 3 Change these sentences to direct speech.



- a She told me to make my bed.
- a She asked me to find his glasses.
- b The old man yelled at me to get my dog off his lawn.
- c He thanked me for collecting his mail for him.

- 4 Change these sentences to reported speech.

- a 'I am tired.' *She said that*
- b 'I don't want to study.' *He said that*
- c 'We often go to the cinema.' *He told me that*
- d 'This coffee is cold!' *She complained that*

A Little Bird Told Me Mind Your Own Business

6

Bible Worksheet - Wisdom for life

1 Read the Bible passage and its introduction.

Solomon was King of Israel about 3000 years ago. He was given special wisdom by God and wrote the book of Ecclesiastes in the Bible. Read what he taught his people below.

Don't even think about cursing the king; don't curse the rich, not even in secret.
A little bird might hear and tell everything.

Ecclesiastes 10:20

to curse - to speak rudely about others when you are angry with them.

2 Discuss these questions.

Why do you think it would not be a good idea to curse the King or rich people?
What do you think Solomon means by 'a little bird'?



.....fold

3 Fold the worksheet (at the fold line) so that you can't see the Bible verse. Write the meaning of the verse using your own words.

1 Thessalonians 4:11-12

1 Listen to the wise words that Paul wrote to Jesus' followers in Thessalonica. Draw lines to complete the sentences.

- | | |
|--|---|
| 1 Try your best | your own business |
| 2 to mind | hard |
| 3 and to work | to live quietly, |
| 4 just as we | and you won't have to depend on anyone. |
| 5 Then you will be respected by people who are not followers of the Lord | taught you to do. |

2 Correct the nine mistakes in the text and write the text correctly below.

Try your best to cause trouble, to mind you're own bussiness, and to play hard just as we tort you to do. Then you won't be respected by people who are followers of the Lord and you will have to depend on everybody.

.....
.....
.....

INSTRUCTIONS.

In groups of 3, take turns to roll the die and ask the person on your left the question you land on. When she/he has answered it, the third person says what he/she said.

SAY WHAT SHE/HE SAID	START	1 What did you do on the weekend?	2 What country were you born in?	3 How many languages do you speak?
8 What is your favourite food?	7 Do you like watching sport?	6 Do you have any children?	5 Do you like tomatoes?	4 Have you ever been to Canberra?
9 What is your favourite TV show?	10 What clothes did you wear yesterday?	11 Who would you like to sit next to on an aeroplane?	12 When did you last speak to a neighbour?	13 Where do you buy most of your food?
18 What did you eat for breakfast this morning?	17 Do you often go to the cinema?	16 Do you like chocolate?	15 Can you use a computer?	14 Do you have a driver's licence?
19 What job would you like to do?	20 Do you know how to catch fish?	21 Do you prefer tea or coffee?	22 What time do you get up in the morning?	23 Can you ride a horse?
FINISH	27 Who is your best friend?	26 Do you believe in superstitions?	25 What is your favourite shop?	24 What do children need the most?

The Blind Leading The Blind



Objectives

- To learn the meaning of 'The blind leading the blind' and its use in everyday language.
- To revise reported and direct speech from the previous lesson.
- To practise listening for detail.
- To practise using 'The blind leading the blind', 'You lucky thing' and 'You poor thing' in everyday situations.

Preparation

- Draw on the white board the picture below and turn the white board (or cover it) so the students cannot see it until the lesson begins.
- Position tables so that half the class can sit with their backs to the board and the other half sit opposite them, able to see the board. (See Introduction activity.)
- A4 paper for half the class.
- Photocopy student worksheets.
- CD and CD player.



Method

Introduction

Step 1

Students sit in pairs, opposite each other, one with his/her back to the board and the other able to see the board. (See Preparation.) The partner who can't see the board must not turn around and look at the picture. Distribute a sheet of blank A4 paper to these students. The students who can see the board describe the picture to their partners. The aim is for each pair to produce a picture as accurately as possible to the picture on the board.

Step 2

When everyone has finished, students compare their picture to the drawing on the board. Discuss why this activity was hard. Discuss how the activity could be changed to make it easier for the person drawing to produce an accurate copy. (If they could see the picture themselves.)

Step 3

Discuss what it would be like to be blind.

Does anyone know anyone blind or who is losing his/her sight?

Tell the class that they will learn about a common saying that comes from the Bible, 'The blind leading the blind.' Discuss in pairs what they think this saying may mean?

Share with the class.

Speaking

Step 1

Tell the class that a boy is starting at a new school. It is Term 1 and he is going into year 7.

Ask **How old do you think the boy is?** (about 13)

Tell the class that his parents are going to give him a mobile phone.

Ask students to discuss in pairs whether they think it is a good idea for a boy this age to have his own mobile phone or not. Students then share their thoughts with the class.

Tell them the parents of the boy think it is a good idea, because he will be catching a bus home from school each day. The boy is of course very excited about his new phone!

Step 2

Hand out Student Worksheet 1, folded.

Tell the class that this is the story of Chris getting his new phone.

In pairs, students discuss what is happening using the pictures.

Each pair shares their ideas with the class.

Step 3

Students unfold the worksheet and complete question 2 matching the sentences with the pictures.

Answers

1b 2d 3a 4f 5e 6c

Step 4

Say to the class ***I wonder what each person said?***

What do you think grandma said as she got out of the car?

Write suggestions on the board. e.g. **Hello everyone! How are you all?**

As revision from the previous lesson, ask ***What do we call the actual words someone says?*** (direct speech). See if the class can turn this into reported speech. e.g. *Grandma said hello to everyone and asked them how they are.*

Listening

Track 9

GRANDMA	Hello everyone! It's so lovely to see you all... and to be staying for a whole week!
MUM	Hi. Thank you so much for this! We have to run as our flight has changed and is leaving half an hour earlier! Clare is having her afternoon sleep.
GRANDMA	Oh! OK. Is there anything else I need to know? A little bird told me that there may be a special present for Chris.
MUM	Yes! I thought you could give it to him. Here it is all wrapped up. You may like to give it to him as soon as we've gone, to cheer him up. I have left the hotel number on the kitchen bench if you need it.
GRANDMA	Sure. Well, have a great time. Don't worry about a thing.
MUM	Thanks a million Mum. You're worth your weight in gold.
<i>Car starts and drives off.</i>	
GRANDMA	Ok. Let's all go inside. Chris, I have something special for you from Mum and Dad.
<i>Sound of steps and front door shutting.</i>	
GRANDMA	Here you are, you lucky boy!
CHRIS	Oh... Thank you Grandma. I know what it is. Yippee!
<i>Sound of ripping paper</i>	
CHRIS	Oh yeah! It's the latest one too! How do I use it?
GRANDMA	Hmmm.. let's look for the instructions in the box....no, there aren't any!
CHRIS	Come on Grandma! How do I use it?
GRANDMA	I haven't got a clue! If I try to show you, it will be the blind leading the blind! You will have to ask your sister. She knows everything about mobile phones!

Step 1

Tell the class that they are soon going to hear the conversation these people had, but first they need know the meaning of some of the words. Students work in pairs to see how much they can complete of question 3 on the worksheet.

Step 2



Don't mark this, but play CD track 9 to them twice.

Students check their answers as they listen.

Answers

to cheer up – to make feel happier

Thanks a million. – Thanks a lot.

lucky – something good has happened to you

the latest one – the newest one

I haven't got a clue. – I really don't know.

the blind leading the blind – A person tries to help someone but neither of them know what to do.

NOTE - This text uses 'A little bird told me' and 'You're worth your weight in gold' from previous lessons.

Step 3

Hand out Student Worksheet 2.

Tell students to complete the missing sections as they listen again.

Play the conversation as many times as necessary to complete the activity.

Mark it as a class together.



Language 1- The blind leading the blind

Step 1

Write on the board ... **The blind leading the blind.**

To check understanding, ask **Did Chris know how to use a mobile phone? (no)**

Did Grandma know how to use a mobile phone? (no)

Who knew how to use a mobile phone? (Chris's sister)

Ask **Do you think anyone in this story was blind and couldn't see?**

What do you think 'the blind leading the blind' means?

Step 2

Hand out Student Worksheet 3.

Read the definition of 'The blind leading the blind'.

Ask **If Tom did know about cars, would it be a case of 'The blind leading the blind'?**

Students complete question 1.

Answers

The ticked answers are a), c) and d).

NOTE e) is a case of the blind leading the sighted! The teacher is blind (to writing Chinese) but the student is sighted (knows how to write Chinese already!)

Step 3

With a partner, students complete question 2 practising using 'It would be the blind leading the blind.'

You could demonstrate with a partner first.

Optional Step 4

If you find students are enjoying this, or if they need more practice, extend this activity by making it a whole class activity. i.e. One student asks any other student by name one of these questions (or they could make up other ones), to which he / she responds with **Yes I can.** Or **No I can't. It would be the blind leading the blind.** This student then names another student and asks one of the questions etc.

Language 2— You lucky / poor thing.

Step 1

Write on the board **You lucky boy.**

Ask **Why was Chris lucky?** (Because he was given a mobile phone.)

If it was his sister, what would grandma say? (You lucky girl.)

Rub out **boy** and ask **What word can we use instead of boy/girl?** (thing)

Write **thing** instead of **boy**.

Explain that this is a very common phrase.

Say **You lucky thing** several times, emphasising the stress.

i.e. You l̄ucky thing! Students practise saying this.

Step 2

Ask **What do you think the opposite of 'You lucky thing' might be?**

Write on the board **You poor thing**.

Say **You poor thing** several times, emphasising the stress.

i.e. You p̄oor thing! Students practise saying this.

Step 3

Students complete question 3 on Student Worksheet 3.

Answers

a lucky, b lucky, c poor, d lucky, e poor, f poor, g lucky, h poor

Bible Spot - Matthew 15:13-14

Objectives

- To learn that 'The blind leading the blind' originates from the Bible.
- To practise reading for detail.
- To practise using 'like' to compare one thing with another.

Step 1

Hand out the Bible Worksheet.

Read the introduction to the Bible passage to the students. Then read Matthew 15:13-14.

Step 2

Students complete the questions on the worksheet.

Question 2 – Some clever students could make up some nonsense sentences

e.g. My son swims like a chimney.

Question 3 – Ask the students to share their sentences with the class.

Answers

1a Every plant that Jesus' Father in heaven didn't plant.

b The Pharisees

c They themselves did not do what they told others to do.

d blind people.

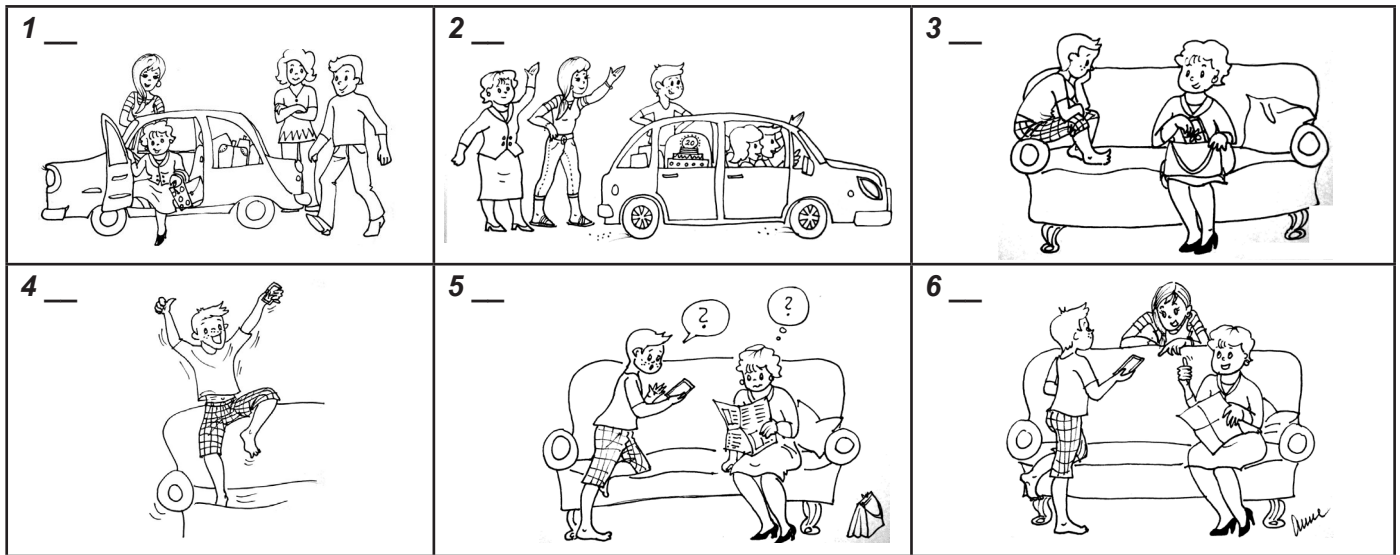
2a blind people, b a fish, c a rose, d a volcano, e a chimney, f a baby, g a fairy, h lightning

The Blind Leading The Blind

Student Worksheet 1

7

1 Discuss what is happening in these pictures.



.....fold

2 Write the letter of the sentences next to each picture above.

- a Grandma and grandson sit down together and she gives him a special present.
- b Grandma arrives to stay.
- c 'I think you will have to ask your sister! With me, it's the blind leading the blind!'
- d Mum and Dad go away for their 20 year wedding anniversary.
- e Chris wants to know how to use it but Grandma can't understand the instructions.
- f Chris holds up his new phone – very excited!

3 Match the words and phrases with their meanings.

Check you are correct by listening to the conversation.

To cheer up.

Something good has happened to you.

Thanks a million.

The newest one.

lucky

To make feel happier.

The latest one.

Thanks a lot.

I haven't got a clue.

A person tries to help someone but neither of them know what to do.

The blind leading the blind.

I really don't know.

The Blind Leading The Blind

Student Worksheet 2



Listen to the conversation. Fill in the missing words.

GRANDMA Hello everyone! It's so lovely to see you all and to be staying for
.....

MUM Hi. Thank you so much for this! We have as our flight has changed and is leaving half an hour earlier! Clare is having her afternoon sleep.

GRANDMA Oh! OK. Is there anything I need to know? told me that there may be a special present for Chris.

MUM Yes! I thought you could give it to him. Here it is all wrapped up. You may like to give it to him we've gone, to cheer him up. I have left the hotel number on the kitchen bench if you need it.

GRANDMA Sure. Well, have a great time. Don't worry about a thing.

MUM mum. You're worth your

GRANDMA Ok. Let's all go inside. Chris, I have something special for you from Mum and Dad.

GRANDMA Here you are!

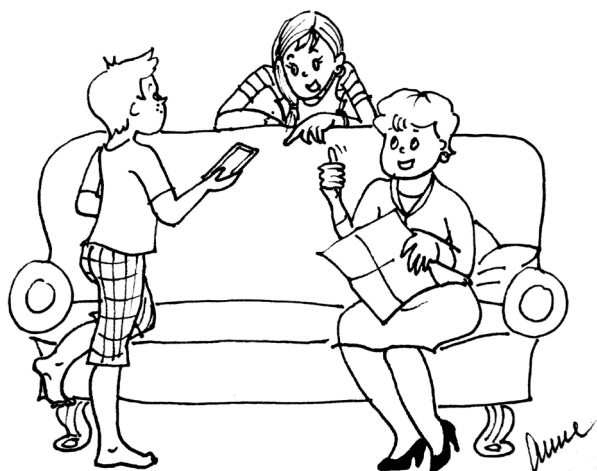
CHRIS Oh... Thank you Grandma. I know what it is. Yippee!

Oh yeah! At last, my own phone. It's the latest one too! How do I use it?

GRANDMA Hmmmm.. let's look for the instructions in the box....no, there aren't any!

CHRIS Come on Grandma! How do I use it?

GRANDMA I haven't got a clue! If I try to show you, it will be the blind
You will have to ask your sister. She knows everything about mobile phones!



The Blind Leading The Blind

Student Worksheet 3

7

The blind leading the blind.

This phrase is used in a situation where someone is trying to show someone else how to do something which they do not know how to do themselves. e.g. Tom doesn't know anything about cars, but he's trying to teach Sally how to change the oil. It's a case of the blind leading the blind.

From 'thefreedictionary.com'

1 Tick which situations are 'The blind leading the blind'.

- a Bill, who knows nothing about carpentry, is teaching his 7 year old how to make wooden shelves.
- b The Art teacher is helping a student choose a frame for his picture.
- c Mrs Finch had 2 piano lessons as a child. She is helping her daughter who is doing Music for the HSC with the piece she has chosen to play.
- d I know nothing about computers, but I tried to show my friend who also knows nothing about computers, how to create a web page.
- e The English language teacher, who only speaks English, is showing a Chinese student how to write 'blind' in Chinese characters.



2 Ask your partner 'Could you teach me to' for each of these.

Your partner answers either 'Yes I can.' or 'No I can't. It would be the blind leading the blind'.

- | | | | |
|----------------|--------------------|------------------|------------------|
| a) ride a bike | b) play the guitar | c) cook a curry | d) change a tyre |
| e) dance | f) ride a horse | g) write Chinese | h) drive a car |

3 Write 'poor' or 'lucky' in the spaces.

- | | |
|---|--------------------------------|
| a I am going on holidays tomorrow. | Oh, you thing! |
| b I got a pay rise yesterday. | Gosh. You thing. |
| c It took me half an hour to find my car in the car park! | Oh, you thing! |
| d We finished work early today. | That's great! You thing. |
| e I lost my passport on my holiday. | Gosh. You thing! |
| f My car ran out of petrol when I was driving home from work. | Oh dear! You thing. |
| g I got a new car for my birthday. | Wow! You thing! |
| h My sister took my cake. | That's awful. You thing. |



The Blind Leading The Blind

Bible Worksheet



In Jesus' time, the Pharisees taught the Jewish people God's ways. Jesus however, was not happy with the Pharisees because they did not obey God's ways themselves.

This what he said about them...

'Every plant that my Father in heaven didn't plant will be pulled up by the roots.

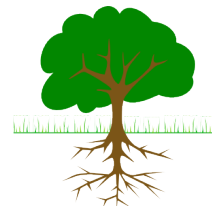
Stay away from those Pharisees!

They are like blind people and all of them will fall into a ditch.'

Matthew 15:13-14

Ditch - a long narrow hole that has been dug at the side of a road or field to hold or carry water.

- 1
- a What will be pulled up by the roots?
- b Who is Jesus saying these plants are? The Pharisees
 The Jewish people
 The farmers who planted them
- c Why was Jesus not happy with the Pharisees?
- d Who are the Pharisees like?

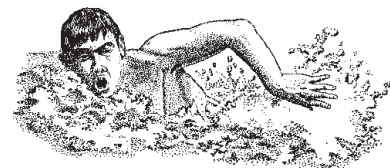


We often use 'like' to compare one thing to another thing.
e.g. He eats like a pig.

- 2 Complete the comparisons with the most likely word from the box.

a chimney blind people a volcano a rose a fish a baby a fairy lightning

- a The Pharisees are like
- b My son swims like
- c She smells like
- d His temper is like
- e Cheryl smokes like
- f My mother sleeps like
- g She danced like
- h Peter ran like



- 3 Think of someone you know and write a sentence about them using 'like' as a comparison.

..... like

Objectives

- To learn the meaning of 'He's worth his weight in gold' and its use in everyday language.
- To practise speaking fluency.
- To practise listening for specific information.
- To write a thank you letter.

Preparation

- Have the questions in the Introduction written on the white board before the lesson.
- Buy a thank you card and write in it the message of thanks at Step 1 under Writing.
- Photocopy worksheets.
- Photocopy and cut the Activity page.
- CD and CD player.
- Find out the current market price of gold by searching on the internet 'gold price AUD' (For Bible Spot)

Method

Introduction

Step 1

Students discuss the questions on the board with a partner.

1 Do you wear or have any gold jewellery?

2 How do you feel about these things?

3 What are some jobs that pay a lot of money?

How are the people who do these jobs valuable?

4 People whom we love are also valuable to us. Which people do you value the most?

Step 2

Ask some students to share what they have discussed with the class. Students show anything gold they are wearing.

Say ***We have just discussed gold and people. What do you think this lesson is about?***

Listening

Step 1

Pre-teach vocabulary in the listening text by handing out one set of the words and their meanings from the Activity page, to each pair of students. They work together to find matching pairs.

Answers

See the original Activity sheet.

Step 2

Hand out Student Worksheet 1.

Students complete question 1.

Answers

c Congratulations!

e wetsuit

a frail

f previous

b to look after

g to pass up

d to get away

Step 3

Tell the students that they are going to listen to a conversation between a man and a woman who are friends. A few weeks ago Scott won a prize in a competition. The prize is an expensive holiday to Hawaii for a week.

Ask them ***Is Scott going to be able to get away?***

Play CD track 10 two times.

Answer the question. (yes)

CD track 10

AMELIA	Hi Scott!
SCOTT	Oh hi, Amelia! How are you?
AMELIA	Great! Hey congratulations on winning the prize! You and Mark are about the same size... I'm sure he'll let you borrow his wetsuit if you want.
SCOTT	Oh, thanks! That's really thoughtful. Yeah, we still can't believe it.
AMELIA	You're going to love it. When are you going?
SCOTT	Oh, I don't know... We're not sure...
AMELIA	What do you mean?
SCOTT	Well, it's really hard to get away with everything at the moment. If it were five years ago my parents would have looked after the place for us, but they're getting too frail now. And Trish's mum minded the kids when we went away for our Wedding Anniversary recently.
AMELIA	What's there to do, apart from look after the kids of course?
SCOTT	Fortunately, Brittany and Chris are both away on school camps that week so there's just little Clare. But then there's Max the cat, Goldy and the garden ...and we get so much mail every day!
AMELIA	You're joking, aren't you? There's no way I'm going to let you pass up this trip. I'll tell you what. You write down everything that needs to get done, and I'll get it done. Clare can stay with us for a couple of weeks. She and Freya will have a great time.
SCOTT	I can't let you do all that for us...
AMELIA	Why not?
SCOTT	Really?
AMELIA	Do you know what my previous job was?
SCOTT	Yes I do.
AMELIA	This is nothing compared to that. You two go and enjoy yourselves!
SCOTT	Oh my goodness. Oh Amelia, Trish will be in floods of tears when I tell her! I thought we weren't going to be able to go. Thank you so much! You're worth your weight in gold my friend!
AMELIA	No problem. It will be fun. But get me that list okay?
SCOTT	Sure, sure. Yes, okay!

Step 4

Students unfold their worksheet.

Give them a couple of minutes to read the dialogue to themselves.

Play CD track 10 as many times as necessary for the students to fill in the gaps.

To mark, read the conversation with a helper and stop at the gaps. The students call out the missing words.



Speaking

Step 1

Hand out Student Worksheet 2.

In pairs students discuss the questions and then share their thoughts with the class, explaining why they think this. Make sure they know that there are no right and wrong answers to the first four questions.

Step 2

Model saying ***You're worth your weight in gold.*** Students practise saying this with correct stress. Write it on the board. Ask the students to show you where to put the stress.

You're ^ˈworth ^ˈyour ^ˈweight in ^ˈgold.

Step 3

Discuss when this phrase is used.

Students talk in pairs about something someone has done for them which has really helped them a lot. Ask them what they could do to say thank you. Make sure one of the suggestions is to write them a thank you card.

Writing

Step 1

Read out the 'Thank You' card that Scott and his wife Trish gave to Amelia when they returned from their Hawaiian holiday. (See Preparation).

This is what they wrote:

Dear Amelia

Thank you so much for looking after Clare for us. She had such a happy time. And thanks for looking after our house, garden and pets. We had a wonderful break. Hawaii is just gorgeous! We could never have done it without you. You are truly worth your weight in gold. Thanks to Mark too for the wet suit. The water was a bit chilly.

Much love from your friends Scott and Trish.

Step 2

Give each student the name of another student. Tell the students that they need to think of a wonderful gift to give this student. You could brainstorm a few gifts together first. Cost is not a problem! Students write in the present on the worksheet what the gift is e.g. a diamond ring, a new car... Students tear off the bottom section of the worksheet and keep it. Then they deliver the present to that student.

Step 3

When students receive their 'gift', they then write a thank you message to their 'friend' in the box at the bottom of the worksheet. They must include the phrase "You're worth your weight in gold." Then they deliver it to their friend. Students may require some assistance with this. Check students know how to set out a 'Thank You' card first.

While students are completing this, write the following discussion questions on the board.

Have you ever won a really big prize?

What about a friend or a member of your family?

What do you like to do when you go on holidays?

What do you need to do when (before/while) you go on holidays?

Is there anything that stops you from going away?

Imagine you were Scott and his wife Trish. Would you want to take your daughter with you or not? Why or why not? What are some reasons not to take Clare?

Step 4

While students who have finished are waiting, they discuss the questions on the board with a partner or helper.

Bible Spot - Lamentations 4:2

Objectives

- To learn that 'Worth his weight in gold' has a similar idea in the Bible.
- To learn that God considers his people to be very precious.
- To learn the weight measure terms of 'grams' and 'kilograms'.

Step 1

Students use their smart phones to look up the current market price of gold. Alternatively, just tell them that gold costs about \$50 (Aus) per gram. Show them something that weighs just a few grams like a teaspoon. Check students know how many grams are in a kilogram (1 000). Then tell them that Amelia weighs 65 kg.

Ask ***If Amelia is really worth her weight in gold, how much is she worth?***

Work this out together on the board. i.e. $1000 \times 65 = 65\,000\text{ g}$

$65\,000 \times \text{market price of gold } (\$50) = \$\,3\,250\,000$

Step 2

Tell students that 'You're worth your weight in gold' has a similar idea in the Bible.

Write a jumbled form of the text on the board.

e.g. **purest Zion's worth are more These than people, gold.**

Students work together to put the words in the correct order.

Write on the board **These are Zion's people, worth more than purest gold.**

Lamentations 4:2

Explain – that Zion is another name for the city of Jerusalem and that this is where God's own people lived.

- that Lamentations is a book in the Bible. 'To lament' means to cry / to be sad. This is a part of the Bible written by someone who is very sad because God's people had been taken away from their home of Jerusalem because of a war / they were invaded.

Step 3

Hand out the Bible Worksheet. Students complete it.

Answers

1a \$3,250,000 1b Paul - \$4,000,000 Clare - \$600,000

Students share their answers to 4 and 5 with the class.

Worth Your Weight In Gold

8

Student Worksheet 1

1 Write the letter of the matching statement next to each word/s on the left.

- | | |
|----------------------|---|
| ___ Congratulations! | a 'I feel so weak, like I have no strength.' |
| ___ wetsuit | b 'I am minding my grandsons' pet rabbit.' |
| ___ frail | c 'I have just been told that I am a prefect at school next year.' |
| ___ previous | d 'I really need a break from the kids.' |
| ___ to look after | e 'Oh, the water is freezing. I need to get something to wear.' |
| ___ to pass up | f 'He owned the car before me, so he is the owner.' |
| ___ to get away | g 'Thanks for inviting me out for dinner, but I am sorry I can't go.' |

-----fold-----

2 Listen to the dialogue and fill in the missing words.

- AMELIA Hi Scott!
- SCOTT Oh hi, Amelia! How are you?
- AMELIA Great! Hey on winning the prize! You and Mark are about the same size. I'm sure he will let you borrow his if you want.
- SCOTT Oh, thanks! That's really thoughtful. Yeah, we still can't believe it.
- AMELIA You're going to love it. When are you going?
- SCOTT Oh, I don't know... We're not sure...
- AMELIA What do you mean?
- SCOTT Well, it's really hard to with everything at the moment. If it were five years ago my parents would have the place for us, but they're getting too now. And Trish's mum minded the kids when we went away for our Wedding Anniversary recently.
- AMELIA What's there to do, apart from look after the kids of course?
- SCOTT Fortunately, Brittany and Chris are both away on school camps that week so there's just little Clare. But then there's Max the cat, Goldy and the garden ...and we get so much mail every day!
- AMELIA You're joking, aren't you? There's no way I'm going to let you this trip. I'll tell you what. You write down everything that needs to get done, and I'll get it done. Clare can stay with us for a couple of weeks. She and Freya will have a great time.
- SCOTT I can't let you do all that for us...
- AMELIA Why not?
- SCOTT Really?
- AMELIA Do you know what my job was?
- SCOTT Yes I do.
- AMELIA This is nothing compared to that. You two go and!
- SCOTT Oh my goodness. Oh Amelia, Trish will be in floods of tears when I tell her! I thought we weren't going to be able to go. Thank you so much! You're my friend!
- AMELIA No problem. It will be fun. But get me that list okay?
- SCOTT Sure, sure. Yes, okay!



Worth Your Weight In Gold

Student Worksheet 2



Discuss these questions with a partner. What do you think?

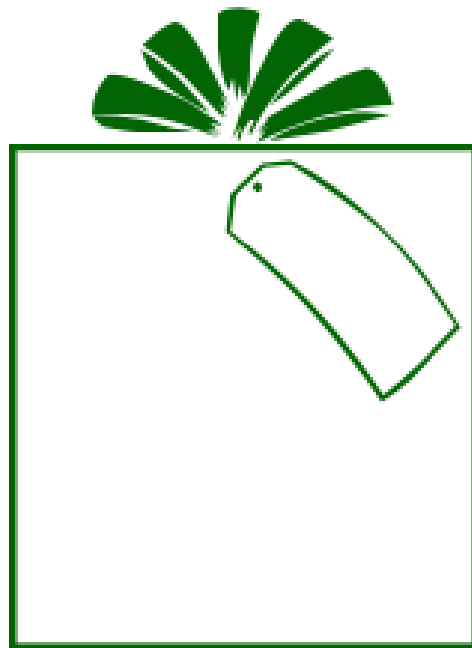
Why do you think Trish will be in “floods of tears”?

What job do you think Amelia used to do?

Who / what do you think Goldy is?

Who do you think Freya is?

Why did Scott tell Amelia “You’re worth your weight in gold”



.....

.....

.....

.....

.....

Worth Your Weight In Gold

Bible Worksheet

8

- 1 a If Amelia is 'worth her weight in gold' and gold costs \$50 a gram, how much is she worth?

.....

- b Can you work out the value of Amelia's husband Mark who weighs 80kg and Paul's daughter Clare who weighs 12kg?

.....

.....

- 2 Copy Lamentations 4:2 from the board.

.....

- 3 Which of these do you think is most correct? Check your answer with a neighbour.

God says that his people are precious to Him because ...

- a they are attractive and pleasing to look at.
- b they are hard workers and good at their job.
- c there is nothing special about them, He just loves them with all His heart.

- 4 a How important is gold in your culture?
- | |
|----------------------|
| Extremely important |
| Very important |
| Not very important |
| Not important at all |

- b Discuss with a partner the importance of gold in your culture.

- 5 Who is someone who is worth their weight in gold that you know? Why?

.....

.....



Worth Your Weight In Gold

8

Student Worksheet 2 - Cut out the vocabulary and meanings.

Congratulations	We say this to someone who has received an award/won something.
wetsuit	People who surf or swim in the cold sea wear this.
to look after	to care for
to pass up	to decide not to do something
previous	the one before, at an earlier time
to get away	to go on a holiday for a break

Congratulations	We say this to someone who has received an award/won something.
wetsuit	People who surf or swim in the cold sea wear this.
to look after	to care for
to pass up	to decide not to do something
previous	the one before, at an earlier time
to get away	to go on a holiday for a break

Objectives

- To learn the meaning of 'The writing is on the wall' and its use in everyday language.
- To practise listening for gist.
- To practise listening for detail and writing.
- To practise pronunciation in a conversation.
- To practise using adverbs of probability in making predictions.

Preparation

- Have written on the board an exact copy of the top part of Student Worksheet 2. i.e. the names only of those saying the dialogue. This will be filled in during the class.
- Photocopy worksheets.
- Photocopy the Activity page – one for each pair of students.
- CD and CD player.

Method

Introduction

Step 1

Hand out Student Worksheet 1.

In pairs, students discuss what will happen next in each picture, Then share thoughts with the class.

Step 2

Write on the board **The writing is on the wall**.

Read the definition of this on the worksheet.

Ask **Can we say that the 'Writing is on the wall' in each of the pictures?**

Listening

Step 1

Tell students they are going to listen to a conversation between a husband and wife.

First check they know the meaning of vocabulary in the text by working in pairs to complete question 3 on the worksheet. The first one has been done already.

Then say each word / phrase. Students practise saying them after you. Check for correct stress and intonation.

Answers

1b 2a 3g 4e 5f 6c 7d

Step 2

Tell students that the words/phrases in question 3 (1-7), are in the conversation they will hear.

Students share what they think the conversation is about. (It is about the man's job.) There are no wrong answers.

Step 3

Tell students to listen to the conversation.

Say **I want you to tell me why 'The writing is on the wall' for the husband.**

Play CD track 11.

Students suggest answers to the question. (He knows that he is going to lose his job.)



SCOTT Hi honey. I'm home.

TRISH Hi darling. How was work?

SCOTT Yeah, good thanks. Well, actually that's not quite true. I think we need to talk about it.

TRISH Oh oh. Is everything ok?

SCOTT Yes, for the moment. But I think it's going to come to an end soon.

TRISH Why? What's going on?

SCOTT That's the thing. I haven't got a clue! Well... nothing in particular anyway. I'm still making sales and getting on well with everyone.

TRISH Well, what is it then?

SCOTT I've been telling you that lots of our shareholders have been losing confidence in us recently. The company has a lot less money these days.

TRISH Yeah. But the company has seen times like this before.

SCOTT That's true. But you know Andrew? He was a good worker... They didn't renew his contract.

TRISH What makes you think they'd do that to you?

SCOTT Um, don't you remember what happened in March?

TRISH Oh yeah....

SCOTT My contract is coming up for renewal soon and now Simon from HR won't meet my eye when we pass in the corridor.

TRISH Oh... You know that whatever happens everything will be okay for us...

SCOTT Yeah, I know. Thank God. All this just feels bad knowing that it's going to happen.

Writing

Step 1



Tell the students that you are going to play the first part of the dialogue (CD track 12) lots of times. Show them Student Worksheet 2. The first part of the dialogue is missing. They need to listen carefully and write as much of it as they can. Reassure them that you will play the dialogue many times. First, demonstrate this by playing the track and writing on the board as much as you can hear; key words mainly. (Not too much.)

Step 2

Hand out Student Worksheet 2.

Students begin by copying the words you (the teacher) heard, from the board to get them started.

Then play the track over and over until between them they have the whole script.

Students then share what they have written down.

Write this up on the board.

Students make their own corrections from this.



Speaking

Play CD track 11 as students follow on their worksheets to remind them of the content of the whole conversation. In pairs they discuss the questions at the bottom of the page.

Language

Step 1

Write on the board **It's going to come to an end soon.**

Ask students to find this in the dialogue on Student Worksheet 2. Underline it.

Ask **What is going to come to an end soon?** (Scott's job)

Say **Scott is making a prediction. This is when someone thinks that something will happen in the future. When we make predictions we use Subject + is going to / will**

Write this on the board

It is going to come to an end soon.

Subject + is going to / will...

Ask **What is the subject in 'It's going to come to an end soon'?** (It / Mark's job)

Can we use 'will' instead of 'is going to'? (yes)

Tell students that before this, we can say 'I think...' Write this on the board in front of the sentence.

Write the negative form on the board

It is not going to come to an end soon.

and write

subject + is not going to / will not ...

Step 2

Write on the board the adverbs of probability

possibly

probably

definitely

Explain that these words express how sure someone is that this thing is going to happen.

Ask **Which one would Scott use about his job ending soon?** (definitely)

Ask students to suggest the whole sentence e.g. *Scott's job is definitely going to end soon.*

Ask **Which one would you use if the weather forecast said it is going to rain tomorrow?**

(probably)

Students suggest the sentence in the positive and negative forms.

e.g. *It is probably going to rain tomorrow.* and *It is probably not going to rain tomorrow.*

Write both of these on the board.

Ask **Which one would you use about the government keeping an election promise?** (possibly)

Students suggest the sentence. e.g. *The government will possibly keep their election promise.*

Step 3

Hand out the cut out statements on the Activity page.

Distribute a set to each pair of students in a pile, upside down.

Give each pair of students a coin (or they use one from their wallet).

The student whose turn it is, tosses the coin. If it lands on heads the statement must be expressed in the positive form. If it lands on tails, the negative form.

Students take turns taking a statement and reading it. They decide which adverb of manner they are going to use (to express their own opinion), remembering they must use the negative or positive form.

Demonstrate this first with a helper.

e.g. Statement taken: Electric cars will become more popular.

The coin lands on: tails.

Electric cars will possibly not become more popular.

Step 4

Hand out Student Worksheet 3 which has a detailed explanation of the form of this language. Students choose four sentences they have made from the statements. Write them on the worksheet.

Answers

- Various e.g.
- 1 *Our English class is definitely going to get bigger.*
 - 2 *P-Platers are possibly going to drive more carefully.*
 - 3 *Gambling will probably not become more of a problem in the future.*
 - 4 *There will definitely not be fewer people smoking in the future.*

Bible Spot - Daniel 5:1-9, 23-31

Objectives

- To learn that 'The writing is on the wall' originates from the Bible.
- To practise reading a comic style text.
- To practise listening for gist.

Step 1

Write on the board these questions

How should a car like that be used?
How would the principal feel?
What would happen to the student?

Tell the students to imagine that a school student stole the school principal's expensive new car to practise driving tricks on the school's oval. Discuss the questions with a partner. Then share thoughts with the class.

Step 2

Tell the class that the story from the Bible today is a bit like that. It is about a man who takes something precious that isn't his but belongs to God and he uses it in a way that makes God angry. Tell them that they are going to read about this in a cartoon and then listen to it from the Bible. First elicit from the students some vocabulary with the following clues. Then write the vocabulary on the board.

banquet	- this is a very big meal with wine. It is for rich people.
to shock	- (Show this on your face.) This means surprised in a bad way.
to recognize	- to know who or what something is. (Write the first letter on the board.)
interpretation	- a translation from one language into another eg Persian into English.
kingdom	- this is the place where a King rules. (Write the first letter.)

Hand out the Bible worksheet. Students complete question 1.

Answers

<i>banquet</i>	- <i>a very big meal with wine. It is for rich people or a special occasion.</i>
<i>interpretation</i>	- <i>a translation from one language into another</i>
<i>kingdom</i>	- <i>this is where a King rules</i>
<i>to shock</i>	- <i>to surprise in a bad way..</i>
<i>found wanting</i>	- <i>not good enough</i>

Step 3

Students read the comic to themselves.

Ask the following true / false questions. Students put their hands on their heads if they think the answer is false and hands in the air if they think it is true. Do a practice first to check they know what to do, with an obvious statement e.g. ***I am your ESL teacher.*** (Students raise their hands)

King Belshazzar took the special cups and plates from the temple in Jerusalem. (True)
God was happy that the king was using them. (False)
The king saw a person writing on the wall. (False)
The king was shocked.(True)
The king could read the writing. (False)
Daniel could read the writing.(True)
God was going to bring King Belshazzar's kingdom to an end. (True)
It is important to show God respect.(True)

You could end the lesson here or continue with hearing the passage from the Bible.

Step 4 - Optional

Tell the students that they are going to hear the story of King Belshazzar and the Writing on the Wall from the Bible. First check they know the meaning of 'idols'.

Play CD track 13.



CD track 13

Daniel 5:1-9, 23-31

"One evening, King Belshazzar gave a great banquet for a thousand of his highest officials, and he drank wine with them. He got drunk and ordered his servants to bring in the gold and silver cups his father Nebuchadnezzar had taken from the temple in Jerusalem. Belshazzar wanted the cups, so that he and all his wives and officials could drink from them.

When the gold cups were brought in, everyone at the banquet drank from them and praised their idols made of gold, silver, bronze, iron, wood and stone.

Suddenly a human hand was seen writing on the plaster wall of the palace. The hand was just behind the lamp stand and the king could see it writing. He was so frightened that his face turned pale, his knees started shaking, and his legs became weak.

The King called in his advisors, who claimed they could talk with the spirits of the dead and understand the meanings found in the stars. He told them, 'The man who can read this writing and tell me what it means will become the third most powerful man in my kingdom. He will wear robes of royal purple and a gold chain around his neck.'

All of King Belshazzar's highest officials came in, but not one of them could read the writing or tell what it meant, and they were completely puzzled. Now the king was more afraid than ever before, and his face turned white as a ghost.

The King sent for Daniel. Daniel said to him 'King Belshazzar, you have turned against God... ..and ordered the cups from his temple to be brought here, so that you and your wives and officials could drink wine from them. You praised idols made of silver, gold, bronze, iron, wood, and stone, even though they cannot see or hear or think. You refused to worship the God who gives you breath and controls everything you do. That's why he sent the hand to write this message on the wall. The words written there are **mene** which means 'numbered,' **tekem** which means 'weighed,' and **parsin** which means 'divided.' God has numbered the days of your kingdom and has brought it to an end. He has weighed you on his balance scales and you fall short of what it takes to be king. So God has divided your kingdom between the Medes and the Persians.

Belshazzar gave a command for Daniel to be made the third most powerful man in his kingdom and to be given a purple robe and a gold chain.

That same night, the king was killed. Then Darius the Mede, who was sixty-two years old, took over his kingdom."

The Writing Is On The Wall

Student Worksheet 1

9

1 Discuss with a partner what will happen next in each of these pictures.



2 Read the following definition.

THE WRITING IS ON THE WALL.

This contains three main ideas.

1 Something bad is about to happen.

2 This bad thing is very obvious.

3 The person saying this, thinks this will definitely happen.

3 Write the letter of the meanings next to the matching words. The first one has been done for you.

1 b A shareholder

a To extend employment.

2 ___ To renew a contract.

b A person who owns a (small) part of a company.

3 ___ HR - human resources management.

c When someone looks at me as I look at them.

4 ___ Losing confidence in.

d No specific thing.

5 ___ Getting on well with everyone.

e Not sure anymore.

6 ___ Meet my eye.

f Having good relationships with others.

7 ___ Nothing in particular.

g The area of a company that oversees everything to do with the employment of staff.

The Writing Is On The Wall

Student Worksheet 2

9

Write in the missing parts of the dialogue.

- SCOTT
- TRISH
- SCOTT
- TRISH
- SCOTT
- TRISH
- SCOTT That's the thing. I haven't got a clue! Well... nothing in particular anyway. I'm still making sales and getting on well with everyone.
- TRISH Well, what is it then?
- SCOTT I've been telling you that lots of our shareholders have been losing confidence in us recently. The company has a lot less money these days.
- TRISH Yeah. But the company has seen times like this before.
- SCOTT That's true. But you know Andrew? He was a good worker... They didn't renew his contract.
- TRISH What makes you think they'd do that to you?
- SCOTT Um, don't you remember what happened in March?
- TRISH Oh yeah....
- SCOTT My contract is coming up for renewal soon and now Simon from HR won't meet my eye when we pass in the corridor.
- TRISH Oh...You know that whatever happens everything will be okay for us...
- SCOTT Yeah, I know. Thank God. All this just feels bad knowing that it's going to happen.



Discuss these questions...

Have you ever lost your job?

If you were Scott, what would you do next?

Scott made a big mistake in March. What do you think it was?

Have you ever made a big mistake at work? Tell your partner about it.

The Writing Is On The Wall

Student Worksheet 3

9

Making Predictions

When making predictions we use..

POSITIVE

Subject + is going to

e.g. *The weather is going to (be sunny tomorrow.)*

Subject + will

The weather will (be sunny tomorrow.)

NEGATIVE

Subject + is not going to

e.g. *The weather is not going to (be sunny tomorrow.)*

Subject + won't

e.g. *The weather won't (be sunny tomorrow.)*



If using an adverb of probability (possibly, probably, definitely) we use...

POSITIVE

Subject + is + adverb + going to

e.g. *The weather is probably going to (be sunny tomorrow.)*

Subject + will + adverb

The weather will probably (be sunny tomorrow.)

NEGATIVE

Subject + is + adverb + not going to

e.g. *The weather is probably not going to (be sunny...)*

Subject + will + adverb + not

The weather will probably not (be sunny....)

Write 4 predictions from the statements you have been given, using the adverb of frequency in the brackets and in the positive or negative form.

1 (definitely, positive)

2 (possibly, positive)

3 (probably, negative)

4 (definitely, negative)

There will be fewer people smoking in the future.

Our English class is going to get bigger.

Global warming will become a big problem for
Australia.

P-Platers are going to drive more carefully.

Gambling will become more of a problem in the
future.

Australia is going to accept more refugees.

Traffic will become worse in Sydney in the future.

Children will become more disrespectful in the
next 10 years.

Electric cars are going to become more popular.

The Writing Is On The Wall

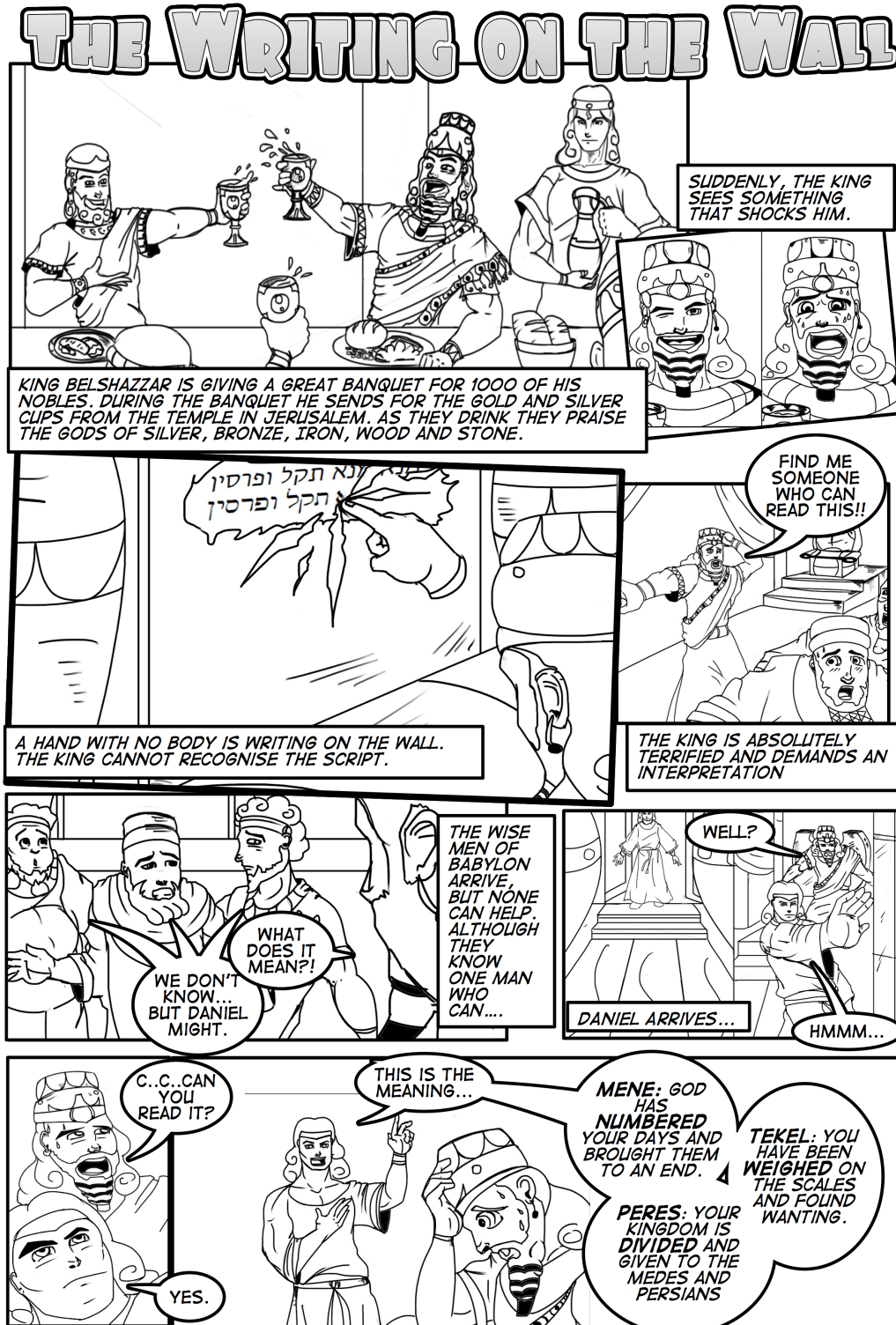
9

Bible Worksheet

1 Match the words with their meanings.

banquet	A translation from one language into another.
interpretation	Not good enough.
kingdom	A very big meal with wine. It is for rich people or a special occasion.
to shock	This is where a King rules.
found wanting	To surprise in a bad away.

2 Read the cartoon version of the Bible story from Daniel 5.



Objectives

- To learn the meaning of 'scapegoat' and its use today.
- To recognise and practise using interjections in conversation.
- To practise listening for specific information.
- To practise intonation and expression in speaking.
- To learn some common animal idioms.

Preparation

- Photocopy worksheets.
- CD & CD player.

Method

Introduction

Show the picture of the broken fishbowl on page 83.

Students discuss what might have happened e.g. someone knocked it off a table, something hit it.

Ask ***What would you do if someone in your family had done this?***

Language

Step 1

Write interjection on the board.

Hand out the Student Worksheet, folded.

Read the explanation of 'Interjection' together.

Step 2 Listening

Tell students that they are going to hear what happened to the fishbowl.

Tell them to write down the interjections they hear on the worksheet. (They don't need to write them all.)

Play CD track 14 (see next page) two or three times.



Then ask the student with the most interjections to read them out. Students who have others, add theirs.

Step 3

Hand out the Dialogue sheet.

Students underline all the interjections.

Answers - See underlined words on the next page.

Step 4 - Pronunciation

Model saying each of the interjections with students repeating.

Students share any other interjections they may have heard with the class e.g. Beauty! Struth!

Play CD track 14 again this time with the students saying the interjections as they come up.

Check for correct stress and intonation.

Step 5

Students unfold the Student Worksheet and complete question 2.

Suggested Answers

surprised / shocked – Really, Yikes, Oops, Gosh, Help, No way, Oh no

happy – Yay, Yipee, Hooray, Great

agree – Yes, Ok, Yep, Yeah, Uh huh, Ok then

disagree – No way, Nope, Nup

thoughtful – Now let me see, Aha, Well, I see, Well now, Umm, Hmm

CHRIS Uh oh! Now look what you've done!

BRITTANY Oops! I didn't do it, you did!

CHRIS No I didn't! Nope! Nup! No way!

BRITTANY Oh yeah? Yes you did! You made me break it!

CHRIS It's not my fault you didn't catch the ball!

BRITTANY Oh no! Here comes mum, we'll get into trouble, we'd better say that the cat did it!

MUM Oh dear! What happened to the fish bowl?

BRITTANY I don't know, maybe it was the cat!

MUM Poor puss, he's always getting into trouble!

CHRIS Hmmm..... Maybe he was hungry! Yum!

BRITTANY Yuck!

MUM Oh! Look at this mess! Chris, get some towels to clean up!

CHRIS Huh?

MUM Help! Get some towels, quickly!

CHRIS Ok. Here are the towels. Ouch! That hurts!

MUM Gosh! Be careful of the broken glass! Yikes! Brittany, get a cup of water for the fish, poor thing!

BRITTANY Right! Here's the cup.

MUM Yay! Ok Chris, now put the fish in the cup. Phew! Now, how did this really happen?

CHRIS Umm...

MUM Well now, you can't blame the cat this time! He's at the vet today!

BRITTANY Really? Whoops... Sorry mum...it was us.

MUM I thought so. Why did you make Puss the scapegoat?

CHRIS We thought we'd get into trouble.

MUM I see. Brittany, why didn't you tell me the truth?

BRITTANY 'Cause I thought you'd get angry.

MUM Well, accidents happen sometimes. But no matter what happens I want you to always tell me the truth.

CHRIS Ok then... I threw the ball to Brittany and she didn't catch it...

BRITTANY ...and then it knocked over the fish bowl...

MUM Aha. Oh well, you know the rules, no playing with balls in the house!

BRITTANY & CHRIS Uh-huh.

MUM Pardon?

BRITTANY & CHRIS Yes, Mum.

MUM That's better. Now let me see, I think you'd better go to your rooms and think about this for a while.

Step 6

Students look at the conversation on the Dialogue sheet.

Together, think of another interjection that could be used instead of 'Uh oh'. e.g. Oops!

Students write this above 'Uh oh' on the sheet. Then do the same with all the interjections on the sheet, writing suitable replacements.

Students compare their answers with a partner. Then share as a class.

Speaking

Step 1

With a helper, read the parts of Brittany and Chris. The students read the part of Mum.

Step 2

In groups of three, students practise reading the conversation, each student reading a part. If time, swap roles.

Animal idioms

Step 1

Ask **Which animals are mentioned in the conversation?** (cat, fish, goat / scapegoat)

Write **scapegoat** on the board. Students share what they think the meaning of this might be from the context of the text. (The one who takes the blame for someone else.)

Tell them there are many sayings in English that have animals in them.

See if they can recall the one with a bird in it. (A little bird told me.)

Step 2

Students complete question 3 on the Student Worksheet.

Check answers with a partner.

Mark as a class.

Answers

a goat b scapegoat c pig d horse e sheep f bird g mouse h cats, dogs i galah j ox

Bible Spot - Leviticus 16:9-10, 21-22

Objectives

- To learn that 'scapegoat' originates from the Bible.
- To learn what a sacrifice is.
- To practise reading for detail.
- To understand that Jesus does for us what the goats did for Israel by being a sacrifice for people's sins and taking them far away.

Method

Step 1

Ask the class what they think a sacrifice is.

If they don't know, give a personal example. e.g. Getting up in the middle of the night to comfort an upset child. Tell them it involves giving up something that is precious to you, in this case your sleep.

In pairs students discuss a sacrifice that they have made.

Ask for a couple of volunteers to share this with the class.

Step 2

Hand out the Bible Worksheet.

Ask a capable student to read out the definition of sacrifice.

Students complete question 1.

Answers

Tick a, c, d

Students complete question 2.

Answers

b to present e sacrifice d wilderness f priest c assistant a sin

Step 3

Hand out the 'Scapegoat' cartoon to each student.

Give students time to read the cartoon.

Students complete question 3 on the Bible Worksheet.

Answers

a two b first c head d into the wilderness e no one f alive

Step 4

Say ***The cartoon comes from a story in the Bible. Look at question 4 on your worksheet. This is the Bible passage.***

Tell them that the passage is missing some words. These are in the box above.

Read the words in the box first and check students know the difference between 'dessert' and 'desert'. Students complete question 4.

Answers

sacrifice, alive, desert, sin, take away, carries, deep

Step 5

Read to the class the DO YOU KNOW... box.

Then in pairs, students take turns to read one line each. Swap.

Ask the students if they have any questions about the Bible Spot. Answer these.



Interjections are commonly used in conversation. They are sometimes used in writing as well. They show the feelings or emotions (happiness, sadness, anger, surprise) of the person who is speaking or writing. An interjection is usually one or two words that come at the beginning of a sentence. When writing, an interjection is usually followed by an exclamation mark (!) if the emotion is very strong, or a comma (,) if the emotion is not as strong, or sometimes a question mark (?). e.g. Yipee! Umm, Oh! Huh?

1 Write as many interjections as you can as you listen to the dialogue.

.....

fold.....

Now let me see	Yes	Oh no	Aha	Gosh
Oh dear	Uh huh	OK then	Well	Nope
Well now	Really	Oops	I see	Hmm
Umm	Great	OK	Yay	Hooray
Yipee	Yikes	Nup	Ouch	No way
Yeah	Yep			

2 Choose some of the interjections in the box that you could say when you are feeling...

surprised / shocked
 happy
 agree
 disagree
 thoughtful

3 Complete the following idioms with the correct animal.

bird	goat	mouse	sheep	pig	ox
dogs	cats	galah	horse	scapegoat	

- My son's always getting into trouble at school, he's always acting the
- My little brother always gets the blame. He's always the
- No more cake thanks, I've eaten like a
- I'm so hungry, I could eat a!
- All my brothers and sisters are doctors but I'm a truck driver. I'm the black of the family.
- 'Happy Birthday!' A little told me it was today!
- When you visit the library you have to be as quiet as a
- Take your umbrella today, it's raining and
- My Dad's always being silly, he's such a
- That builder is as strong as an



Scapegoat

10

Dialogue

CHRIS Uh oh! Now look what you've done!

BRITTANY Oops! I didn't do it, you did!

CHRIS No I didn't! Nope! Nup! No way!

BRITTANY Oh yeah? Yes you did! You made me break it!

CHRIS It's not my fault you didn't catch the ball!

BRITTANY Oh no! Here comes mum, we'll get into trouble, we'd better say that the cat did it!

MUM Oh dear! What happened to the fish bowl?

BRITTANY I don't know, maybe it was the cat!

MUM Poor puss, he's always getting into trouble!

CHRIS Hmmm.....Maybe he was hungry! Yum!

BRITTANY Yuck!

MUM Oh! Look at this mess! Chris, get some towels to clean up!

CHRIS Huh?

MUM Help! Get some towels, quickly!

CHRIS Ok. Here are the towels. Ouch! That hurts!

MUM Gosh! Be careful of the broken glass! Yikes! Brittany, get a cup of water for the fish, poor thing!

BRITTANY Right! Here's the cup.

MUM Yay! Ok Chris, now put the fish in the cup. Phew! Now, how did this really happen?

CHRIS Umm...

MUM Well now, you can't blame the cat this time! He's at the vet today!

BRITTANY Really? Whoops...Sorry Mum...it was us.

MUM I thought so. Why did you make Puss the scapegoat?

CHRIS We thought we'd get into trouble.

MUM I see. Brittany, why didn't you tell me the truth?

BRITTANY 'Cause I thought you'd get angry.

MUM Well, accidents happen sometimes. But you know I want you to always tell me the truth.

CHRIS Ok then...I threw the ball to Brittany and she didn't catch it...

BRITTANY ...and then it knocked over the fish bowl...

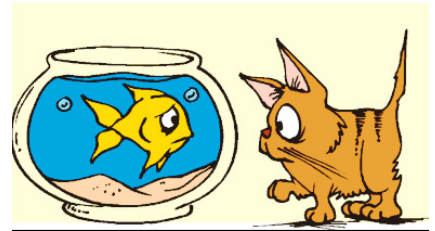
MUM Aha. Oh well, you know the rules, no playing with balls in the house!

BRITTANY & CHRIS Uh-huh.

MUM Pardon?

BRITTANY & CHRIS Yes, Mum.

MUM That's better. Now let me see, you'd better go to your rooms and think about this for a while.



THE SCAPEGOAT

"TAKE TWO GOATS TO PRESENT BEFORE THE LORD. ONE IS A SACRIFICE FOR THE LORD AND THE OTHER IS THE SCAPEGOAT. THE SCAPEGOAT IS USED TO COVER THE SINS OF THE PEOPLE BY SENDING IT INTO THE WILDERNESS.



THE PRIEST MUST LAY BOTH HANDS ON THE HEAD OF THE SCAPEGOAT, AND CONFESS ALL THE SINS OF THE ISRAELITES OVER IT. THIS MEANS THE SINS ARE PLACED ON THE GOAT'S HEAD.

AN ASSISTANT MUST THEN LEAD THE GOAT AWAY...



...AND SEND IT INTO THE WILDERNESS.. CARRYING THE PEOPLE'S SINS... UNTIL IT DIES.

DEFINITION Sacrifice - Giving up something precious of yours for someone or something else.

1 Tick the ones that are sacrifices.

- a A mother really enjoys going out for coffee with a neighbour each week, but this week she has a friend who needs someone to babysit while she goes to a doctor's appointment. She does this instead.
- b A woman watches her favourite TV show instead of going to see her son get an award at school.
- c A girl stays at home to clean her room instead of going out with her friends.
- d A husband buys some flowers for his wife with the last cash in his wallet. He was hoping to spend this on a six pack of beer for himself.
- e A boy takes his dog for a walk as it is good for both of them.

2 Write the letter of the matching meaning next to the vocabulary.

- | | |
|----------------|--|
| ___ to present | a disobedience to God |
| ___ sacrifice | b to bring or offer |
| ___ wilderness | c a helper |
| ___ priest | d desert |
| ___ assistant | e giving up something precious of yours for someone else |
| ___ sin | f a special leader of God's people |

3 Read the cartoon of the Scapegoat from the Bible story. Then circle the correct answers.

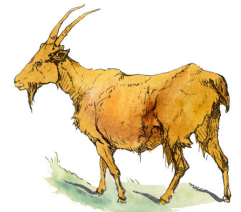
- a How many goats were brought to the priest?
- b Which goat was killed?
- c The priest laid his hands on the **head** / **back** of the scapegoat.
- d Where did the assistant take the scapegoat?
- e Who was with the goat when it went away?
- f The goat was **dead** / **alive** while it carried the people's sins away.

one / two

first / second

into the wilderness / field

the other goat / no one



4 Choose the missing words in the box to complete the Bible passage.

desert carries sacrifice alive sin take away deep

'After you offer the first goat as a for sin, the other one must be presented to me, before you send it into the to take away the sins of the people... Lay your hands on its head, while confessing every the people have committed and you will appoint someone to lead the goat into the desert, so that it can their sins. Finally, this goat that the heavy burden of Israel's sins must be released in the desert.'

Leviticus 16:9-10, 21-22

DO YOU KNOW...

Two goats were given, to remove sin from the people, making them clean before God. But now there is one who was given, Jesus.

Like the first goat, Jesus died as a sacrifice for sin.

Like the second goat, He was sent out alone to die.

He carried the sins of his people with him until he died. This means he was both a sacrifice for our sin and he has taken it far, far away from his people.

Objectives

- To learn the meaning of 'practise what you preach' and its use in everyday language.
- To practise listening for gist, specific information and for detail.
- To practise expression and intonation used in an argument.
- To practise using reflexive pronouns e.g. myself.
- To practise forming and pronouncing plurals of nouns ending in 'f'.
- To practise giving advice.

Preparation

- Photocopy and cut out the vocabulary words from the Activity sheet.
- Photocopy the Good Advice Cards sheets. Back them with cardboard or laminate them. You will need one set of cards for every four students. Cut into individual cards and stack them face down.
- Photocopy the worksheets.
- CD and CD player.

Method

Introduction

Step 1

Distribute the vocabulary words from the Activity sheet, to students (one to each student or pair of students). As you ask the questions below, students hold up their word/s if it is the answer. Stick these onto the board.

- Ask ***What do we call someone who eats too much food?*** (greedy)
 What does someone need to do if they eat too much and get fat? (lose weight)
 What are some foods that your dentist might tell you not to eat? (sweet things).
 Do you think this is good advice or bad advice? (good advice)
 What might happen to our teeth if we eat too many sugary foods? (rot)
 If your dentist was very fat and had lost most of his teeth, would he be setting a good example or a bad example? (bad example)
 Would you listen to his advice?

Step 2

Write on the board **good example** and **bad example**.

Check understanding by asking ***What would the dentist's teeth look like if he was setting a good example?*** (He would have them all. They would be white.)

Write on the board **good advice** and **bad advice**.

Check understanding by asking ***What would be some bad advice the dentist could give his patients?*** (e.g. Eat as many sweet things as you like.)

Step 3

Hand out Student Worksheet 1.

Students complete question 1.

Answers

- | | | | |
|----------------|----------------|-----------------|-------------|
| a) greedy | b) good advice | c) sweet things | d) practise |
| e) bad example | f) lose weight | g) preach | h) rot |

Listening

CD track 15

MOTHER	What's all the noise? Why are you two arguing?
CHRIS	She took my piece of cake.
BRITTANY	It's for your own good.
CHRIS	You're just greedy.
BRITTANY	You're too fat. You need to lose weight.
CHRIS	It was my piece of cake.
BRITTANY	You shouldn't eat so many sweet things. Your teeth will rot.
.....	
MOTHER	Who was the one who had to go to the dentist last week?
CHRIS	She did.
MOTHER	What did the dentist say?
CHRIS	I heard him. He said 'Stop eating so many sweet things' – like my piece of cake!
MOTHER	Brittany, you really should practise what you preach.
BRITTANY	What does that mean?
MOTHER	You're telling your brother what to do, and it's good advice, but if you don't do it too, he'll never listen. You need to set a good example yourself!
CHRIS	So.... can I have my piece of cake?
MOTHER	No! It was good advice and you both need to follow it!

Step 1

Tell the class that they are going to listen to a conversation two children have as they argue about something. Ask **What are they arguing about?** (Who should have Chris's piece of cake.)

Play track 15 twice.

Students share their answers to the question above.

Step 2

Write on the board **You really should _____ what you _____.**

Play track 15 one more time and ask the students to listen for the missing words.

Step 3

Students complete question 2 and 3 on Student Worksheet 1.

Answer

3 c Give people good advice and do it yourself.

Step 4

To check understanding, ask students **What was the good advice that Brittany gave her brother?** (He shouldn't eat so many sweet things.) Ask **If Brittany practised what she preached, would she want Chris's piece of cake?** (No.)

Step 5

Explain to the students that sometimes we spell practice with a 'c' not an 's'. Write practice on the board. Explain that with a 'c' it is a noun and with an 's' it is a verb.

Read the explanation of this in the box on Student Worksheet 1.

Students complete question 4.

Answers

a practise b practise c practice d practice e practise

Speaking

Step 1

Model saying the first part of the dialogue with a helper.

Ask ***What kind of conversation is this?*** (an argument)

Step 2

Divide the class in half. With your helper, model the first part of the dialogue again, this time with half the class repeating Chris's part and half the class repeating Brittany's part. Swap.

NOTE While your adult students will not argue as children argue, they need to become familiar with intonation and expression used in arguments. Hopefully they will never tell anyone that they are too fat, but they may tell someone they are too busy.

Step 3

Hand out Student Worksheet 2. In groups of three, students practise saying the whole dialogue.

Language – Reflexive pronouns.

Step 1

Write on the board **You need to set a good example** _____.

Tell the class that this is what the mother said to her daughter Brittany.

Ask ***What is the missing word?*** (yourself).

Ask ***What is the missing word if she is talking to both children and the 'you' is plural?***
(yourselves)

Tell the students that often when a singular word ends in an 'f' the 'f' changes to 'ves'

Step 2

Check understanding of reflexive pronouns by pointing to yourself and saying ***I need to set a good example*** _____. Students should say 'myself'.

Point to a male student and say ***He needs to set a good example*** _____ (himself).

Repeat this with a female student (herself).

Indicate the whole class and say ***We need to set a good example*** _____ (ourselves).

Indicate some other people (or draw a few faces on the board) and say ***They need to set a good example*** _____ (themselves).

Step 3

Students complete question 5 on Student Worksheet 1.

Pronunciation

Step 1

Ask students for other words (nouns) that end in -f and have plurals ending in -ves.

Write them on the board adding these if they have not been suggested **knife/knives, shelf/shelves; loaf/loaves, life/lives** (Be careful with this one as it is the noun not the verb.)

Step 2

Practise the pronunciation of 'f' and 'v', showing the position and movement of your own lips and teeth. If they have difficulty, put your fingers on your throat and ask them to do the same, to feel the voice being used for the 'v' sound and not used for the 'f' sound.

Ask individual students to say the word you point to on the board, correcting any pronunciation errors.

Speaking – Giving Good Advice

Step 1

Demonstrate this activity with a helper.

Pick up a card from the pile.

Read it to your helper. e.g. ***What advice would you give someone who lost his / her wallet in a shopping mall?***

Your helper then answers the question.

Follow the instructions on the card and ask ***Is that what you would do?*** If your helper answers 'yes' you put the card on the bottom of the pile of cards. If your helper answers 'no' then with the whole class say ***You should practise what you preach.***

Repeat this with your helper picking up a card and asking you the question etc. Make sure that one of you gives the answer '**No**' so that the class can practise '***You should practise what you preach.***'

Step 2

Before you divide the class into small groups, check they know the vocabulary on the cards (wallet, roast, bully, deserted) by

- asking them to show a wallet.
- ask what they would roast in an oven.
- ask if they know a child who has been bullied (bring a picture if you have one).
- saying ***If a place is deserted, how many people are there?***

Step 3

Divide the class into small groups of about four students. (With a small class, stay together as a class.) Each group is given a set of Good Advice cards.

In turn, students ask the person on their left the question on the card they have picked up. After that student answers, the original student asks '***And would you do that?***'

If the answer is '**No**', then everyone says '***You should practise what you preach.***'

The used card is placed on the bottom of the pile, and the next student follows the same procedure.

Bible Spot - Matthew 23:3

Objectives

- To learn that 'practise what you preach' originates from the Bible.
- To practise listening and reading for gist.
- To discuss exceptions to keeping rules.

Step 1

Hand out the Bible Worksheet.

Read the opening paragraph on the Bible Worksheet to students.

Ask ***What was wrong with the way the leaders taught people?***

Step 2

Read the text in the box to the class.

Read question 1a and ask students to answer it.

Students complete question 1.

Answers

a yes b no c no d yes e yes

Step 3

In pairs students discuss question 2 and complete question 3.

Students share answers to question 2 with the class.

Discuss question 4 as a class.

Practise What You Preach

Student Worksheet 1

11

1 Write the words from the box next to their meanings.

greedy	lose weight	sweet things	good advice
preach	bad example	practise	rot

- a Wanting more food when you have had enough.
- b Something someone tells you to do that is good for you.
- c Food with a lot of sugar in it
- d To do something again and again to make it good.
- e You are this if you do a bad thing which people might copy.
- f Someone who is too fat needs to do this.
- g Teach people something they should do.
- h Things that may have died or are not looked after do this.



2 Complete this saying. You really should what you

3 Circle the best meaning.

Practise what you preach means...

- a Tell people what they should do but don't do it yourself.
- b If you keep on practising something you will get good at it.
- c Give people good advice and do it yourself.

Practise and Practice

PractIse is a verb. You can remember this because IS is a verb.

PractICE is a noun. You can remember this because ICE is a noun.

e.g. Practice makes perfect. This is why I practise speaking English.

4 Circle the correct word in the following sentences.

- a Practise / practice what you preach.
- b I must practise / practice the piano every day, to play well.
- c Our football practise / practice is on Monday.
- d The Doctor's practise / practice is open 9am to 5pm every day of the week.
- e My son will practise / practice his speech until it is perfect.

5 Write some sentences with **reflexive pronouns**.

.....

.....

.....

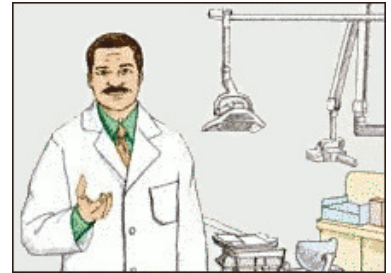
Practise What You Preach

Student Worksheet 2

11

Practise saying dialogue in groups of 3.

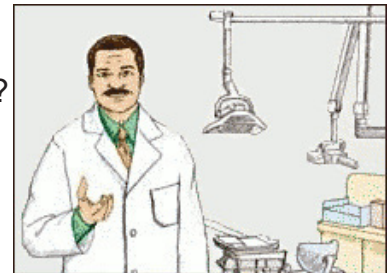
- MOTHER What's all the noise? Why are you two arguing?
CHRIS She took my piece of cake.
BRITTANY It's for your own good.
CHRIS You're just greedy.
BRITTANY You're too fat. You need to lose weight.
CHRIS It was my piece of cake.
BRITTANY You shouldn't eat so many sweet things. Your teeth will rot.
MOTHER Who was the one who had to go to the dentist last week?
CHRIS She was.
MOTHER What did the dentist say?
CHRIS I heard him. He said 'Stop eating so many sweet things' – like my piece of cake!
MOTHER Brittany, you really should practise what you preach.
BRITTANY What does that mean?
MOTHER You're telling your brother what to do, and it's good advice, but if you don't do it too, he'll never listen. You need to set a good example yourself!
CHRIS So.... can I have my piece of cake?
MOTHER No! It was good advice and you both need to follow it!



✂.....

Practise saying dialogue in groups of 3.

- MOTHER What's all the noise? Why are you two arguing?
CHRIS She took my piece of cake.
BRITTANY It's for your own good.
CHRIS You're just greedy.
BRITTANY You're too fat. You need to lose weight.
CHRIS It was my piece of cake.
BRITTANY You shouldn't eat so many sweet things. Your teeth will rot.
MOTHER Who was the one who had to go to the dentist last week?
CHRIS She was.
MOTHER What did the dentist say?
CHRIS I heard him. He said 'Stop eating so many sweet things' – like my piece of cake!
MOTHER Brittany, you really should practise what you preach.
BRITTANY What does that mean?
MOTHER You're telling your brother what to do, and it's good advice, but if you don't do it too, he'll never listen. You need to set a good example yourself!
CHRIS So.... can I have my piece of cake?
MOTHER No! It was good advice and you both need to follow it!



Practise What You Preach

Bible Worksheet

11

Jesus often gave his friends very good advice about how to live in a way that would please God. Some of the leaders of the people (the Pharisees and the teachers of the law) also gave advice and expected the people to obey them. However everyone knew those leaders didn't follow that advice themselves.

Jesus taught...

'Obey everything the Pharisees and teachers of the law teach you but don't do what they do for they do not practise what they preach.

They say one thing and do something else themselves.'

From Matthew 23:3



1 Put a circle around either Yes or No

Should you obey....

- | | | | |
|---|---|-----|----|
| a | when someone says that you must always drive on the left in Australia? | Yes | No |
| b | when someone says you should keep the wallet someone dropped? | Yes | No |
| c | when your neighbour tells you to take some of her medicine when you are not feeling well? | Yes | No |
| d | when a sign says 'Danger! Keep out!' | Yes | No |
| e | when a sign on a beach says, 'Swim only between the flags?' | Yes | No |

2 Talk to your partner...

Could you ever disobey any of these? When? Why?

e.g. When you are driving you could drive on the right of a one-way street if you want to turn right.

3 What would you say to your friends if they told you that you should do things that they didn't do themselves?

..... what you

4 The Pharisees, the teachers of the Law, and Jesus all gave advice.

Whose advice would you trust?

Why?

greedy

lose weight

sweet things

good advice

rot

bad example

Good Advice Cards Sheet

<p>What advice would you give someone who lost his /her wallet in a shopping mall?</p> <p>Ask <i>Is that what <u>you</u> would do?</i></p> <p>If the answer is yes put your card under the card pile</p> <p>If the answer is 'no', everyone says, <i>'You should practise what you preach.'</i></p>	<p>What advice would you give someone who needs a recipe for cooking a roast chicken?</p> <p>Ask <i>Is that what <u>you</u> would do?</i></p> <p>If the answer is yes put your card under the card pile</p> <p>If the answer is 'no', everyone says, <i>'You should practise what you preach.'</i></p>
<p>What advice would you give someone whose car ran out of petrol on a deserted road?</p> <p>Ask <i>Is that what <u>you</u> would do?</i></p> <p>If the answer is yes put your card under the card pile</p> <p>If the answer is 'no', everyone says, <i>'You should practise what you preach.'</i></p>	<p>What advice would you give someone who found that their car's tyre was flat?</p> <p>Ask <i>Is that what <u>you</u> would do?</i></p> <p>If the answer is yes put your card under the card pile</p> <p>If the answer is 'no', everyone says, <i>'You should practise what you preach.'</i></p>
<p>What advice would you give someone who wants to thank someone for their help, but they don't know where they live?</p> <p>Ask <i>Is that what <u>you</u> would do?</i></p> <p>If the answer is yes put your card under the card pile</p> <p>If the answer is 'no', everyone says, <i>You should practise what you preach.'</i></p>	<p>What advice would you give someone whose child is bullied at school?</p> <p>Ask <i>Is that what <u>you</u> would do?</i></p> <p>If the answer is yes put your card under the card pile</p> <p>If the answer is 'no', everyone says, <i>You should practise what you preach.'</i></p>
<p>What advice would you give someone who knows that a friend is organising a surprise birthday party for him / her?</p> <p>Ask <i>Is that what <u>you</u> would do?</i></p> <p>If the answer is yes put your card under the card pile</p> <p>If the answer is 'no', everyone says, <i>You should practise what you preach.'</i></p>	<p>What advice would you give someone who can't decide whether to buy a house or an apartment?</p> <p>Ask <i>Is that what <u>you</u> would do?</i></p> <p>If the answer is yes put your card under the card pile</p> <p>If the answer is 'no', everyone says, <i>You should practise what you preach.'</i></p>
<p>What advice would you give a couple who want to go away for their wedding anniversary but their children don't want them to go?</p> <p>Ask <i>Is that what <u>you</u> would do?</i></p> <p>If the answer is yes put your card under the card pile</p> <p>If the answer is 'no', everyone says, <i>'You should practise what you preach.'</i></p>	<p>What advice would you give someone who has a child with a school project due the next day and they haven't started it?</p> <p>Ask <i>Is that what <u>you</u> would do?</i></p> <p>If the answer is yes put your card under the card pile</p> <p>If the answer is 'no', everyone says, <i>'You should practise what you preach.'</i></p>

What advice would you give someone who
thinks he / she may lose his / her job ?

Ask *Is that what you would do?*

If the answer is **yes** put your card under the card pile.

If the answer is '**no**', everyone says...

You should practise what you preach.'





What advice would you give someone whose
neighbours play loud music every Saturday night?

Ask *Is that what you would do?*

If the answer is **yes** put your card under the card pile

If the answer is '**no**', everyone says...

You should practise what you preach.'

<p>I am a well-known animal and a good climber that lives in trees. I am nocturnal, do not normally drink water and eat only the leaves of the eucalypt tree.</p>	<p>Koala</p> 
<p>I am a heavy, sturdy animal and can weigh up to 36 kg. I have sharp claws and am a great digger. I live in a burrow and eat native grasses and sometimes the roots of shrubs and trees.</p>	<p>Wombat</p> 
<p>I am the world's largest kingfisher and am well known for my song, which sounds like a loud laugh. I normally eat a wide variety of fish, lizards, small snakes, worms, beetles and other insects.</p>	<p>Kookaburra</p> 
<p>I am a very strange-looking animal that lives in burrows on the edge of creeks and rivers. I lay eggs and I am nocturnal.</p>	<p>Platypus</p> 

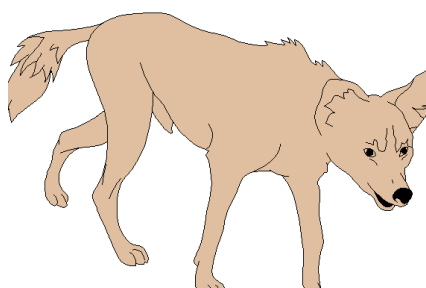
I am an egg-laying animal and am found throughout Australia. I am small with sharp spines covering the back of my body. I use my nose to dig in the soil and termite mounds to search for food. I am sometimes called a 'spiny anteater'.

Echidna



I am Australia's wild dog. I am now mostly found in eastern New South Wales. I eat a wide variety of animals, but mostly kangaroos and wallabies.

Dingo



I am one of the best-known Australian animals. I move by bounding on my back legs and using my strong tail. I can travel at high speed. I live in the country, never far from water and eat young green plants.

Kangaroo



I am a large bird and can be up to two metres tall. I can run very fast, but I cannot fly. I live in most parts of Australia and eat a wide variety of leaves, grasses, plants and insects.

Emu



CD Tracks

Track 1 & 2	Turn The Other Cheek, Eye For An Eye,
Track 3	Good Samaritan
Track 4	The 11th Hour
Track 5	No Rest For The Wicked
Track 6	Old Wives' Tales
Track 7 & 8	Mind Your Own Business & A Little Bird Told Me
Track 9	The Blind Leading The Blind
Track 10	Worth Your Weight In Gold
Track 11, 12, 13	Writing On The Wall
Track 14	Scapegoat
Track 15	Practise What You Preach.