1

Elementary

Neighbour Talk

Ten lessons teaching common and appropriate language to use in different situations with Australian neighbours

English as a Second Language

Anglicare Community Services

Preface

This resource provides ESL teachers with teaching material to improve students' confidence in speaking to their neighbours. Many migrants are isolated from the community around them, lacking knowledge of Australian culture and ability to use appropriate language. This resource has been written to address this need. Students will be equipped with some language to use in situations such as greeting new neighbours, attending a barbecue and addressing problems with neighbours.

All ten lessons are full of material at Elementary level taking around 2 hours to complete. Some parts can be eliminated, without disrupting the flow of the lesson. The teacher's notes under the heading 'Method' are written in detail, to make teaching the lesson as easy as possible for everyone. Each lesson includes a section teaching English from a topically relevant Bible passage.

As listening skills and speaking skills are closely related, the CD is full of short and simple conversations between neighbours, to help with students' correct pronunciation and language.

The volunteer writers of this material are to be acknowledged for their hard work, graciousness and generosity of time and energy. May this end result serve to help migrants with low levels of English become more proficient and confident English speakers, better able to engage with their neighbours.

May our faithful God be pleased to declare his goodness through the ministry of His people in teaching this material.

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January 2015

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Annegret Schott - page 20
Janet Wang - various worksheets

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Greeting New Neighbours

1

Objectives

- To practise listening for detail.
- To learn and practise saying initial greetings with a new neighbour.
- To learn and practise ending conversations politely.
- To practise saying initial conversations with neighbours.
- To learn culturally appropriate questions to ask new neighbours.
- To practise correct pronunciation of vowel sounds ‘oo’ (move) and ‘u’ (just).

Preparation

- Fold Student Worksheets 1 & 3.
- CD and CD player

Method

Introduction

Step 1

Teacher - Share briefly yourself about moving into your current home. Show some photos if possible.
Include **When did you move? When did you first talk to your neighbours?**
How did you get to know them?
Then write these three questions on the board.
Students answer these questions in pairs about when they moved into their current home.
Then ask for one or two volunteers to tell the class their answers.

Step 2

Hand out Student Worksheet 1 folded. Students complete question 1.
Tell the class that they are going to learn all the things in question 1 in the next few weeks.
Today they are learning about the first conversation they may have with new neighbours.

Listening – A conversation between two new neighbours.

Step 1

Make sure students do not unfold their worksheet and read the dialogue yet.
Say ***Suki has just moved into a new house. She is getting out of her car and sees someone in the garden next door. She goes to the fence and says…***

Play CD track 1.

Track 1

S Hello. My name is Suki. I’ve just moved in next door.
C Oh hi! It’s great to meet you. I’m Carla. How’s it all going?
S Ok thanks. There’s lots to unpack!
C Yeah, I’m sure there is. Is it just you or do you have family with you?
S I’ve got a husband and two kids. How about you?
C It’s just me and the dog. The kids have grown up and left home.
Peace and quiet at last!
S Lucky you! I’d better keep going. Nice to meet you Carla.
C You too. If you want help with anything – just ask.
S Thanks. See ya.
C Bye.

Step 2
Ask ***What are the names of the two people talking?***
Play track 1 again.
Answer *Suki and Carla.*

Step 3
Students complete question 2 on Student Worksheet 1 as they listen to the track played again as many times as necessary.
Answers *a T b T c T d F e F f T*

Language 1 - Ways to greet new neighbours politely.

Step1
Students unfold the worksheet. Give them time to read the dialogue to themselves.
Ask ***What is the first thing Carla says to her new neighbour?*** (Oh hi! It's great to meet you.)
Ask ***What is a different first thing you could say to a new neighbour?***
Say each correct suggestion, then students repeat.
Play CD track 2 for students to listen and practise.

Track 2

Hello. It's great to meet you.	Hello. Welcome.
Hi. How are you going?	Hi. Good to meet you.
G'day. Good to meet you.	G'day. It's great to meet you.
Hi there. Welcome.	Hi there. How are you going?

Step 2
Hand out Student Worksheet 2.
Do the first one together then students complete question 1.
Students check answers with a partner then as a class.

Answers

Hello.	*It's great to meet you.*
Hi.	*How are you going?*
G'day.	*Good to meet you.*
Hi there.	*Welcome.*

Language 2 - Ways to end conversations and leave politely.

Step1
Ask ***What does Suki say when she wants to end the conversation and go?***
(I'd better keep going.)

Ask ***What is a different thing you could say to end a conversation?***
Say each correct suggestion, then students repeat.
Play CD track 3 for students to listen and practise.

Track 3

I'd better keep going.	Nice to meet you.
I'd better keep going.	Bye.
I'd better run.	Catch you later.
I'd better run.	See ya.
I'd better fly.	See you later.
I'd better fly.	Nice to meet you.
I won't hold you up.	See you soon.
I won't hold you up.	Catch you later.
I won't keep you.	See ya.
I won't keep you.	Bye.

Step 2
Students complete question 2.

Answers

I'd better keep going.	*Nice to meet you.*
I'd better run.	*Catch you later.*
I'd better fly.	*See you soon.*
I won't hold you up.	*See you soon.*
I won't keep you.	*See ya.*
	Bye.

Tell students that because this is the first time Suki and Carolyn have met, it is polite for Suki to end with *Nice to meet you* (or *It's nice to meet you*) because she didn't say this when she first greeted Carolyn. Point out that it is similar to Carolyn's greeting *It's great to meet you*.

Speaking1 - Practising conversation

Step 1
Divide the class in half. One half is Suki and the other half is Carla.
Say each section of the dialogue in short sections, standing in front of the students saying that part.
Students repeat each part with correct pronunciation. Repeat a section if necessary.
Then the 2 halves of the class swap parts. Repeat.

Step 2
Ask for substitutions for the words/phrases underlined. e.g. ***What could Suki say instead of Hello?***
Tell the students that in pairs, they will practise the dialogue, using different words for the underlined words (referring to the boxes on the worksheet).
Model the dialogue with a helper or your most advanced student, inserting your own names and your own family details where appropriate. The brackets indicate that these words may not be necessary to say.

Step 3
In pairs students practise the dialogue in a similar way. Then students swap roles.
Ask for a volunteer pair to demonstrate in front of the class.

Speaking 2 - Culturally appropriate and inappropriate questions to ask.

Step 1
Tell the class that there are many questions a neighbour may ask you or you may ask a new neighbour. Some questions are not polite to ask a new neighbour in Australian culture.

Handout Student Worksheet 3, folded. Read question 1 to the students.
Ask one or two students if a question is polite or not polite in the country they come from.
Demonstrate writing 'polite' or 'not polite' in the first column. (The students will want to write the answer to the question if you do not make this clear.)
Students complete the first column.

Step 2
Students then discuss whether they think these questions are polite to ask in Australia or not.
Place an Australian helper with each small group / pair of students.
The students ask the helper if the question is polite or not polite to ask.
Students fill in the chart.

Answers *Polite – How long have you lived here? How old are your children? Do you work? What do you do? Why did you move here?*
Not polite – How old are you? What religion are you? How much did your house cost? How much money do you earn?

Students unfold the worksheet and read the DID YOU KNOW box.

Step 3
In pairs students ask their 'neighbour' each of the questions that are polite in Australian culture.
You could pretend your class is a neighbourhood and you are getting to know the people in your new neighbourhood. If time, students could introduce their 'neighbour' to the class (other neighbours).
e.g. This is Jian. Jian has lived here for 2 months. He doesn't have any children and he has a wife. He doesn't work. He moved here because Australia is a peaceful country.

Pronunciation – Minimal pairs

Step 1
Write on the board **I've just moved in next door.**
Circle the 'u' in 'just' and the 'o' in 'moved'.
Say the sentence and then say each of these two words, emphasising the different vowel sound.

Step 2
Ask students to tell you words they know with the same vowel sound as in just. e.g. up, us, bus
Write these on the board under just. Repeat with moved. e.g. you, do
Point out that these words belong together because they have the same sound, not because of their spelling.

Step 3
Students complete the chart in pairs. Do the first one together as a class. You could give them the first letter of each word if they need help.

Answers

-oo- e.g. moved				
A winter food	A colour	A bird did this	The opposite of false	The number after one
soup	*blue*	*flew*	*true*	*two*
-u- e.g. just				
Not old	A baby dog	Dirt and water	A young flower	A type of public transport
young	*pup*	*mud*	*bud*	*bus*

Step 4
As a class, ask for students to make a sentence with two of the above words
e.g. A young bird flew away.
Practise saying these sentences.

Bible Spot - Revelation 21:1-6

Objectives

- To understand that God will live with his people in heaven.
- To understand that heaven will be a place where there is no more sadness.
- To practise listening and reading for specific information.

Preparation

- Photocopy Bible Worksheet.
- CD and CD player.

Step1
Tell the students that God has a new place for his people to move into. His people will be neighbours with God.

Step 2
Hand out the Bible Worksheet. Students complete 1a.
Answers *heaven – God's home, throne – the special chair a king sits on, tears – water that comes from eyes, wipe - to clean or dry, forever - time that never ends, suffering - feeling of pain*

Step 3
Play CD track 4 twice. Students tick the words when they hear them.

Track 4

> I saw a new heaven and a new earth. The first heaven and the first earth had gone. The sea had also gone. I heard a loud voice shout from the throne, 'God's home is now with his people. He will live with them and they will be his own people. God will make his home with his people. He will wipe all tears from their eyes and there will be no more death, suffering, crying or pain. These things are gone forever.'

Step 4
Students unfold the worksheet and complete the gap fill.
Play track 4 again for them to check their answers.

Step 5
Students complete questions 3 & 4.
Students check answers with a partner, then mark as a class.
Answers *3 a F bT cT dF eT fT*
4 These things are gone forever.

Greeting New Neighbours

Student Worksheet 1

1

1 Tick ✓ what you want to learn.

- ☐ What to talk about with your neighbours.
- ☐ How to talk about problems you have with your neighbours.
- ☐ How to be a good neighbour.
- ☐ What the Australian culture is of your neighbours.
- ☐ How children play together in an Australian neighbourhood.

2 Listen to the dialogue. Write T (True) or F (False).

a Suki and Carla are new neighbours. ____

b Suki has a lot to unpack. ____

c Suki has a husband and two children. ____

d Carla has children at home too. ____

e Carla has a cat. ____

f When Suki wants to finish the conversation she says 'I'd better keep going.' ____

.....*fold*.....

3 A conversation between two new neighbours.
Suki has just moved into a new house. She is getting out of her car and sees someone in the garden next door. She goes to the fence to greet her neighbour.

Suki	Hello. My name is Suki. I've just moved in next door.
Carla	Oh hi! It's great to meet you. I'm Carla. How's it all going?
Suki	Ok thanks. There's lots to unpack!
Carla	Yeah, I'm sure there is. Is it just you or do you have family with you?
Suki	I've got a husband and two kids. How about you?
Carla	It's just me and the dog. The kids have grown up and left home. Peace and quiet at last!
Suki	Lucky you! I'd better keep going. Nice to meet you Carla.
Carla	You too. If you want help with anything – just ask.
Suki	Thanks. See ya.

-

Greeting New Neighbours

Student Worksheet 2

1

1 Complete the chart with these words.

you Hi are G'day

there to how going

welcome meet

Ways to greet new neighbours politely.

Hello.	It's great ____ meet ____ .
_____	____ _____ you _____?
_____	Good to_____ you.
Hi _____ .	_____ .

2 Complete the chart with these words..

bye soon keep later

better run hold see

you meet going

Ways to end a conversation politely.

I'd better keep _____.	Nice to _____ you .
I'd better ____.	Catch you _____
I'd _____ fly.	See you _____ .
I won't _____ you up.	See ___ later.
I won't _____ you.	_____ ya.
	____.

3 Practise the conversation with a partner. Use different words for the underlined parts.

S Hello. My name is Suki. I've just moved in next door.

C Oh hi! It's great to meet you. I'm Carolyn. How's it all going?

A Ok thanks. There's lots to unpack!

C Yeah, I'm sure there is. Is it just you or do you have family with you?

S I've got a husband and two kids. How about you?

C It's just me and the dog. (The kids have grown up and left home. Peace and quiet at last!)

S (Lucky you!) I'd better keep going. (Nice to meet you Carolyn.)

C (You too. If you want help with anything – just ask.)

S (Thanks.) See ya.

Greeting New Neighbours

Student Worksheet 3

1

1 *When you are speaking to a new neighbour, is it **polite** to ask or **not polite** to ask these questions in your first country? Write **polite** or **not polite.***

	In your country polite or not polite	*In Australia polite or not polite*
How long have you lived here?		
How old are you?		
How old are your children?		
What religion are you?		
How much did your house cost?		
Do you work? What do you do?		
How much money do you earn?		
Why did you move here?		

.....*fold*.....

DID YOU KNOW?...

It is not polite to ask a new neighbour (or someone you don't know very well) personal questions. e.g. How old are you? How much did your house cost? Don't you have a husband / wife?

When someone is a good friend, you may ask these questions but you would usually say first 'If you don't mind me asking...'

2 *In pairs, complete the chart with the correct word. It must have the correct vowel sound.*

-oo- e.g. m**o**ved				
A winter food	A colour	A bird did this	The opposite of false	The number after one
-u- e.g. j**u**st				
Not old	A baby dog	Dirt and water	A young flower	A type of public transport

-

Greeting New Neighbours

Bible Worksheet

1

1 a *Draw a line to match the meaning of these words.*

b *Tick the words when you hear them.*

❒	heaven	time that never ends
❒	throne	water that comes from eyes
❒	tears	feeling of pain
❒	wipe	God's home
❒	forever	to clean or dry
❒	suffering	the special chair a king sits on

.....*fold*.....

2 *Write the above words in the spaces.*

John wrote this in the Bible...

I saw a new _____ and a new earth. The first _____ and the first earth had gone. The sea had also gone. I heard a loud voice shout from the _____ , 'God's home is now with his people. He will live with them and they will be his own people. God will make his home with his people. He will _____ all _____ from their eyes and there will be no more death, _____, crying or pain. These things are gone _____.'

From Revelation 21:1, 3-4

3 *Write T (True) or F (False).*

a John saw a new sea and a new earth. ____

b He heard a loud voice shout. ____

c God will live with his people. ____

d The angels will wipe all tears from his people's eyes. ____

e There will be no more death. ____

f There will be no more pain. ____

4 *Write this sentence correctly.* gone are These forever things

_____ .

Our Suburb

2

Objectives

- To revise what to say when meeting neighbours for the first time.
- To learn the vocabulary for the different places in a local suburb.
- To practise listening for special information.
- To practise using prepositions *next to, between, opposite, around the corner from.*
- To learn and practise using adverbs *fortunately, thankfully, unfortunately, sadly.*
- To learn and practise using *I am happy to say* and *I am sorry to say*.

Preparation

- If you are not confident to draw simple illustrations get a friend to draw some illustrations on paper to introduce the listening exercise.
- If you have any pictures of your suburb bring them for the Extension speaking activity.
- Photocopy Student Worksheets.
- CD player and CD

Method

Revision - from Lesson 1

Say ***Last week you learnt about what to say when meeting new neighbours for the first time. Can you remember some questions that you could ask them?***

Write these on the board e.g. **How long have you lived here?**
Do you have children?
How old are they?

In pairs students pretend that they are new neighbours meeting for the first time.
Monitor their conversations and correct any important mistakes at the end.

Introduction

Tell students that the lesson today is about the place you live, what shops and buildings are there and are not there.
NOTE TO TEACHERS – Change 'suburb' to 'town' if that is more applicable for your situation.

Step 1
Elicit from students the word *suburb.*
You could ask them ***What is the word for a part of a city, where people live?***
Write **suburb** on the board. Say it, with students repeating for correct pronunciation.
Ask students to name the suburb they live in and a few suburbs in their area. Say them correctly and write them on the board.

Step 2
Say ***Tell the person next to you what you like about your suburb and what you don't like about your suburb.***
Invite some students to share with the class.

Vocabulary

Step 1
Check meaning of vocabulary - *next to, between, opposite, around the corner from.*
To check the first three prepositions ask students to stand in different places in the room.
e.g. Mei please stand <u>next to</u> Rebecca.
Blanca, please stand <u>between</u> Elena and Miyoung.
Hussein please stand <u>opposite</u> Wing.

Ask the students questions about where their class mates are standing so that they will have to use the prepositions. e.g. ***Where is Mei?***

To explain the meaning of 'around the corner from' give some examples of those students who are sitting around the corner from others at their tables. Then ask ***Who is sitting around the corner from…?***

Step 2
Introduce the words for places in the students' suburb.
Ask students to name the places that are in their suburb. Give an example (a hairdresser).
Say each place suggested, with students repeating for correct pronunciation.
Then write them on the board.
Give out Student Worksheet 1. Point to one of the pictures and ask students.
What place do you find this in a suburb or town? (e.g. shopping trolley – a supermarket)
Ask students to match the other symbols to the names of places. Check as a class.
Answers *1d, 2c, 3h, 4b, 5j, 6l, 7g, 8e, 9f, 10i, 11a, 12k.*

Listening

Step 1
As you explain the context for the listening text, draw simple stick figures on the board to help students understand.
This is Sheila. (Draw a stick figure of a woman.)
She lives with her husband and baby (Draw a man and a baby next to Sheila.)
in a unit in Brownsville. (Draw a building of a block of units of several floors.)
Sheila lives in Unit 3. (Draw the number 3 on one of the doors.)
Yesterday, another man and woman moved into Unit 4. (Draw a man and a woman with an arrow pointing to unit 4.)
Sheila baked a cake to welcome her new neighbours. (Draw a cake.)
She knocked on her neighbour's door to say hello. (Knock on Unit 4 drawn on board)

(NOTE – CD track 6 follows on immediately after track 5 to make the activities easier.)

Track 5

S Hello I'm Sheila. I live next door in Unit 3. Welcome to Brownsville!
A That's very kind. Thank you so much. I'm Aldina. My husband and I have just moved in.
S Great! I've made a cake to welcome you.
A Thanks so much! That's so kind. I think we'll enjoy living here. Please come in.

Track 6

A Can you tell me about Brownsville? Is there a bank here?
S No sadly there isn't, but thankfully there's an ATM.
A Oh. Where's the ATM?
S It's between the newsagent and the primary school. I'll show you.
A Thanks! Is there a good hairdresser?
S Yes there is. Her shop is next to the supermarket.
A Oh that's good. Is there a good bus service?
S Yes there is, but unfortunately there isn't a train station. There's a bus stop just around the corner from here.
A Great. And is there a library?
S Yes there is. It's opposite the primary school.
A Is there a good gym here? I like to exercise.
S No there isn't, but I'm happy to say there are lots of coffee shops! We must have coffee sometime.
A That would be nice. Thanks very much Sheila. You're a good neighbour!

Step 2
Tell students to listen to the conversation between Sheila and her new neighbour.
Tell them to listen for a question that the new neighbour asks.
Play CD tracks 5 & 6. Ask students ***What is one question that Aldina asks?***
Play the tracks again if necessary.

Step 3
Hand out Student Worksheet 2.
Question 1. Play just track 5 again as many times as necessary.
Answers *1a number 3, 1b two, 1c Aldina*

Question 2. Play track 6 again as many times as necessary.
Answers *2 bank, hairdresser, bus service, library, gym*

Question 3. Play track 6 again as many times as necessary for students to fill in the missing words.
Check answers by reading the dialogue aloud, with students calling out the missing words.

Question 4. Students complete this.
Answers *3a ATM, 3b hairdresser, 3c bus stop, 3d library*

Language 1- unfortunately, sadly and I am sorry to say

Step 1
Ask students ***What does Sheila say when Aldina asks, 'Is there a good bus service?'***
Write on the board **Yes there is, but unfortunately there isn't a train station.**
Underline **unfortunately**.
Say the word several times - students repeat. Mark the stress over the second syllable.
Say the whole sentence several times for students to repeat with correct pronunciation.

Step 2
Explain *unfortunately.*
It is a negative word, used in a sentence when something sad or something you're not happy about has happened.
Give other examples e.g. Unfortunately there's a lot of war in the world.
Unfortunately there isn't any chocolate at morning tea today.
Ask students to think of another sentence and write it on the board.

Step 3
Tell students that other words they can use instead of *unfortunately* are *sadly* and *I am sorry to say.*
Write these under unfortunately on the board. Practise saying each of these.

Language 2 - fortunately, thankfully and I'm happy to say

Step 1
Ask students ***What does Sheila say when Aldina asks, 'Is there a bank here?'***
Write on the board **No sadly there isn't, but thankfully there's an ATM machine.**
Underline **thankfully**.
Say the word several times students - repeat. Mark the stress over the first syllable.
Say the whole sentence several times for students to repeat with correct pronunciation.

Step 2
Explain *thankfully.*
It is a positive word, used in a sentence when something good or something you're happy about has happened.

Give other examples e.g. Thankfully it has stopped raining.
Thankfully there is chocolate at morning tea today.
Ask students to think of another sentence and write it on the board.

Step 3
Tell students that other words they can use instead of *thankfully* are *fortunately* and *I'm happy to say.* Write these under thankfully on the board. Practise saying each of these.

Speaking

Step1
Hand out Student Worksheet 3.
Read the Prepositions and Adverbs box.
Say each question and answer in the box. Students to repeat for correct pronunciation.

Step 2
Read question 1.
Do the first two (library, university) as a class, with students suggesting answers.
Students practise asking and answering questions in pairs.

Step 3
Ask your most advanced student ***What suburb do you live in?***
Then ask him / her a question like *Is there a gym in your suburb?*
Make sure the student answers using prepositions or adverbs as in question 1.
Then ask another student.
Question 2 - Students ask each other about their own suburb.

Extension

In pairs, students tell each other where places are in their suburb. While one talks, the other draws a map. If everyone lives in the same suburb, you could do this as a class activity with the teacher drawing it on the board as they explain what is where, or you could get a student who doesn't live in the suburb to draw it on the board.

Bible Spot - Acts 9:36-43

Objectives

- To understand that God can raise the dead to life.
- To practise reading for gist and specific information.
- To practise talking about pictures.

Preparation

- Photocopy Bible Worksheet.

Introduction

Hold up Student Worksheet 2.
Ask ***Was Sheila a good neighbour to Aldina? Why? What did she do?***
Ask students ***What are some other things good neighbours do?***
You could get students to make a list of 5 things with a partner. Students then share their ideas.

Reading

Step 1
Tell students that they will read a story about a good neighbour from the Bible. Her name was Dorcas. Ask ***What things did she do that made her a good neighbour?***
Hand out the Bible Worksheet. Give students 2 minutes to read it quietly to themselves.
Ask students to answer the question ***What things did Dorcas do that made her a good neighbour?*** (She helped people, she gave money to poor people, she made clothes for them.)

Step 2
Read the text to the students.
Check understanding by asking ***What happened to Dorcas?*** (She got sick and died.)
What did Peter do? (He prayed.)
Who made Dorcas alive again? (God)

Step 3
Ask students to talk in pairs about what is happening in each picture.
(Make sure they don't write anything yet.)
Then students tell the class. Write each sentence as spoken by the student on the board.
Correct each one as a class (if necessary) one at a time, getting other students to suggest a better way. Students then copy the sentence onto their worksheet.
More advanced students might be able to write the sentences without help.

Step 4
If time permits students try to retell the story, either using the pictures and sentences or turning their worksheet over and doing it by memory.

-

Our Suburb

Student Worksheet 1

2

Write the letter of the matching picture next to the places below.

1 cinema	___	2 library	___	3 bank	___	4 post office	___
5 gym	___	6 butcher	___	7 train station	___	8 bus stop	___
9 newsagent	___	10 supermarket	___	11 hairdresser	___	12 coffee shop	___

a

b

c

d

e

f

g

h

i

j

k

l

Our Suburb

Student Worksheet 2

2

1 Listen to the CD. Underline the correct answer.

a Which unit does Sheila live in? (number 3, number 13)

b How many people have just moved in next door? (one, two)

c What is the name of the new neighbour? (Aldina, Alana)

2 Listen again and tick ✓ the things that Sheila's new neighbour asks about.

cinema ….	library ….	gym ….
post office ….	police station ….	buses ….
butcher ….	bank	hairdresser ....

.....*fold*.....

3 Listen to the CD again and fill in the missing words.

Aldina Can you tell me about Brownsville? ___ _____ a bank here?

Sheila No sadly _____ _____ , but thankfully there's an ATM.

Aldina Oh. Where's the ATM?

Sheila It's between the newsagent and the primary school. I'll show you.

Aldina Thanks! _____ _____ a good hairdresser?

Sheila ____ _____ ____. Her shop is next to the supermarket.

Aldina Oh that's good. _____ _____ a good bus service?

Sheila _____ _____ _____ , but unfortunately there isn't a train station.
There's a bus stop just around the corner from here.

Aldina Great. And _____ _____ a library?

Sheila _____ _____ _____ . It's opposite the primary school.

Aldina _____ _____ a good gym here? I like to exercise.

Sheila _____ _____ _____ but I'm happy to say there are lots of coffee shops!
We must have a coffee sometime.

Aldina That would be nice. Thanks very much Sheila. You're a good neighbour!

4 Read the conversation above. Underline the thing that is in each place.

a between the newsagent and the primary school (ATM, gym)

b next to the supermarket (library, hairdresser)

c around the corner from here (bank, bus stop)

d opposite the primary school (library, newsagent)

-

Our Suburb

Student Worksheet 3

2

Prepositions and Adverbs.

Is there a video store in this suburb? Yes there is.
We can add a preposition to say where it is.

It's **opposite** the post office.
It's **next** to the fire station.
It's **between** the fire station and the newsagent.
It's **around the corner from** the doctor's surgery.

Is there a hospital in this suburb? No there isn't but there's a doctor's surgery.
We can add and adverb (or phrase) to show if you feel happy or sad about this.

No **I'm sorry to say** there isn't but **fortunately** there's a doctor's surgery.
Yes **thankfully** there is but **sadly** there isn't a dentist.

1 *In pairs, ask and answer questions from the picture about the places below.*
For 'yes' answers use prepositions. For 'no' answers use adverbs.

Is there a _____ in this town?

library	university	gym	hairdresser	cinema
restaurant	police station	post office	hotel	

2 *In pairs, ask questions like the one above about your own suburb.*

Our Suburb

Bible Worksheet

2

Read this story from the Bible. It tells about Peter a follower of Jesus and Dorcas who was a good neighbour.

Peter Brings Dorcas Back To Life.

Dorcas loved Jesus. She helped all her neighbours.
She gave money to the poor people and made clothes for them.

One day Dorcas got sick and died. Her neighbours called Peter.
'Please come quickly to Dorcas.'
Peter went to Dorcas' room. The neighbours were crying.
They showed Peter the clothes that Dorcas had made for them.

Peter prayed to God. Then he said 'Dorcas get up!' Dorcas stood up. She was alive!
Everyone in the town heard what had happened. Many of them believed in Jesus.

From Acts 9:36-43

Write a sentence about each picture.

1 _____

2 _____

3 _____

4 _____

5 _____ -

People & Services in Your Street 3

Objectives

- To revise prepositions - to practise using prepositions in talking about a neighbourhood.
- To practise speaking to share information about who lives where.
- To practise pronunciation using a jazz chant.
- To learn about Council garbage and recycling and to find out information from your partner using a gap-fill exercise.

Preparation

- Practise the Jazz Chant before teaching it.
- Bring in some rubbish items - recycling and non recycling.
- Photocopy student worksheets. NOTE: each student will be given either worksheet 3a or 3b so only copy enough of each one for half the class.
- Fold Student Worksheets 1, 3a and 3b.
- Cut out separate role cards from the Activity Sheet.
- CD & CD player.

Method

Revision - from Lesson 2

Draw on the board a road with a T- intersection at one end. Use the whole board.
Ask for two volunteer students (best if they don't speak the same language) to draw on the board.
The other students help them from their seats.

Read out these instructions. 'Draw two trees near a road, next to each other. Draw a crocodile between the trees. Draw a house opposite one tree. Draw a cat next to the house. Draw a car around the corner from the house. Draw a man between the crocodile and the house.'

You could ask ***What do you think will happen?***

The board could look like this.

Prepositions - next door to, beside, on the other side of the road to

Step 1
Write on the board **next door to**.
Ask ***Can I say 'Draw a cat next door to a tree?***' (no)
Why not? (next door to is used for houses or buildings).

Write on the board **beside**. Ask ***What is beside the house?*** (a cat)
Write **on the other side of the road to**.
Ask ***What is on the other side of the road to the house?*** (two trees and a crocodile)
If necessary give more examples of this in the room you are in.

Step 2
Hand out Student Worksheet 1, folded.
Students complete question 1, referring to the picture on the board.
Answers *a beside b on the other side of the road to c between*

Step 3 - Who lives where? Activity.
This is a problem solving game using prepositions. If you have 6 students, give them one role card each, from the Activity sheet. If you have 12 students, make two sets of cards, and put students in two groups. If there are a few less students, get a helper to take a role card, or give stronger students two cards. If there are a few more students, pair them with another student.

INSTRUCTIONS
1 Tell students they are going to do some work together using the words on the board.
Show them the neighbourhood picture on their worksheet.
Point to the house with the bee hive and check they know this word.

2 Tell students they live in this street and they need to find out which is their house and also who lives in the other houses.
Hand out the cards from the Activity Sheet. (Mr Black and Mr Baker should be given to your most advanced students.) Tell students to read their card. If they know where they live, they write their name next to their house. They must not let other students see their sheet.

3 Tell students to stand up and move away from their seats. (If you have two groups of students, make sure they work in different parts of the room).
Say ***You must tell another student who you are. Read what is on your card. Then the other student tells you who they are and they read their card to you. Write on your worksheet the names next to houses. Then go and find another student.*** Do not let students show each other their cards. This is a speaking activity, not a reading activity. Monitor and help students if necessary.

4 To mark this, you could copy the picture of the neighbourhood onto the board and ask each student ***Who are you and where do you live?***
Alternatively students could all stand at their desks. Throw a 'ball' to a student and ask Who are you and where do you live? (I am Mr Brown and I live at number 2.)
Then write this name on the board and this student sits down. This student then throws the ball to another student and asks Who are you and where do you live? Repeat until all students have answered and the neighbourhood picture is completed.
Answers *No. 1 Mrs Grey, No. 2 Mr Brown, No. 3 Miss Green, No. 4 Mr Black, No. 5 Mr White, No. 6 Mr Baker*

Speaking – Jazz chant

Step 1

Explain to students that English is a musical language.

/ /

It goes up and down. ***It also has rhythm*** – clap this.

Step 2
Tell students that they will be practising talking about the people in Happy Street.

/ / / /

Begin with ***My new street is a lovely place***

Say this several times clapping as indicated. Then students say it several times with you, while you continue clapping.

-

Step 3
Say the next part several times while clapping.

/ / / /
With friendly neighbours and lots of space.

Students say this several times with you while clapping.
Then say both sentences together, clapping. Students repeat.

Step 4
Hand out Student Worksheet 2.
Give students time to read it quietly to themselves. (It is not necessary for students to know the meaning of all the words, but if they ask, tell them.)

Step 5
Read one verse at a time aloud, clapping. See below.
Students repeat while you keep clapping. Go back over lines they may have problems with.
Have fun!
Students complete question 2 on the worksheet.

HAPPY STREET

/ / / /
My new street is a lovely place
/ / / /
With friendly neighbours and lots of space

/ / / /
The Grey family live at number 1
/ / / /
They have some cats that are fun
/ / / /
They chase mice every day
/ / / /
Very happy is Mrs Grey

/ / / /
Mr Brown lives in number 2
/ / / /
His front door is painted blue
/ / / /
He likes to feed the cockatoos
/ / / /
Who fly to him in ones and twos

/ / / /
Miss Green lives at number 3
/ / / /
She has a lovely wattle tree
/ / / /
When I walk past she waves to me
/ / / /
And asks me in for a cup of tea

/ / / /
The Black family live at number 4
/ / / /
Their big brown dog sometimes sits at the door
/ / / / /
When he barks at night we know there's trouble
/ / / /
And burglars run off on the double!

/ / / /
Mr White lives at number 5
/ / / /
He eats the honey from his bee hive
/ / / /
The bees fly round for hours and hours
/ / / /
Collecting pollen from his flowers.

/ / / /
Mr Baker lives at number 6
/ / / /
His dog greets people with lots of licks
/ / / /
The bread he's baking smells so great
/ / / /
The neighbours find it hard to wait.

Information about garbage collection

Ask ***What is this the sound?***

Play CD track 7 several times. (A rubbish truck collecting rubbish).
Tell students that they are going to listen to someone talking about this soon.

Vocabulary

Step 1

Elicit these words if you can from the students to help them with the text to follow.
Write the first letters of the words below on the board. i.e. **g_____ b_____**
h_____ w _____ r_____ n_____

Elicit by saying
What is another word for rubbish? or show them some garbage (garbage).
Say it twice and the class repeats for correct pronunciation. Then write it on the board.

What do we put garbage into? (a bin)
Say it twice as above and write it as above.

What do we call things that are in our houses? They are _____ things. (household).
This is difficult so you may have to just tell them.
Check they understand by asking ***Is a letterbox a household thing?*** (no)
Is a cup a household thing? (yes)
Say it twice, class repeats. Then write it on the board.

This is something we don't want, another word for garbage or rubbish. (waste)
Say it twice, class repeats. Then write it on the board.

This is rubbish, but it can be used again. e.g. paper, glass (recycling)
Say it twice, class repeats. Then write it on the board.
Show a selection of garbage items and students say if they are recycling or not. Make it obvious.

Step 2

Hand out Student Worksheet 3a and 3b, folded.
NOTE: Only half the class needs 3a and half the class needs 3b.
Students complete question 1.
Answers *1d 2c 3e 4h 5a 6g 7f 8b*

Listening

Step 1

Say ***A man has just moved to a new suburb. He asks his neighbour about garbage collection.***
Write on the board **What colours are the lids?**
Tell students to listen for the answer to this question.

Step 2

Play CD track 8 twice.
Answer the question. (red, yellow and green)

When is the garbage collected?
The garbage is collected on Tuesday mornings, so you need to put your bins out on Monday night. The household waste bin is collected every week. Recycling is collected once a fortnight and garden waste is also collected once a fortnight.

What do the different coloured lids mean?
The bin with the red lid is household waste, the bin with the yellow lid is recycling and the green lid is garden waste.

What rubbish do I put in each bin?
In the household waste bin you put things like food, nappies and plastic things. The recycling bin has paper, cardboard, milk cartons, tins, glass and some plastic things. And in the garden waste bin you put grass, weeds, leaves and small branches.

Reading - Information gap-fill

Step 1
Students unfold their worksheet. Give them time to read it.
Tell them they are either Student A or Student B. Show them where it says this on the sheet.
Ask all the As to put their hands up, then all the Bs.
Seat the As and Bs in pairs.

Step 2
Give these instructions.
Student A's text has some words missing. Student A asks student B the questions underneath to find out the missing words. Say the number first, then the question. Then it's Student Bs turn. Student B asks his / her questions, saying the number first. Student A gives the answer and Student B writes them on the lines.

Demonstrate with a helper. e.g. Student A asks ***3 When is the household waste bin collected?*** Student B looks for (3) and says the answer. ***Every week***. Student A writes this on the lines.

Step 3
To check answers, play track 8 again, or students can put their worksheets next to each other to check answers and spelling .
Answers *(1) Tuesday mornings (2) Monday night (3) every week (4) once a fortnight (5) red (6) recycling (7) green (8) household waste (9) paper (10) garden waste*

Speaking 1

Step 1
Students discuss in pairs if this is the way garbage is collected where they live in Australia? (maybe there are different bins, different times of collection).

Step 2
In pairs students practise saying the text. One asks the questions and the other reads the response. When relevant, students should give answers that are true for their suburb. e.g. ***The garbage is collected on Thursday mornings, so you need to put your bins out on Wednesday night.*** Then swap.

Speaking 2

Write on the board **How is garbage collected in the country you come from?**
All students stand up. Each student asks three other students this question.
To finish, students share anything interesting they found out with the class.

Bible Spot - Genesis 13

Objectives

- To practise reading for gist.
- To learn new vocabulary.

Preparation

- Photocopy and fold the Bible Worksheet.

Introduction

In pairs students discuss why they chose to come to live in….(name of their suburb or city.)
Some students share this with the class.
Tell students they will read about a man who chose to live in a beautiful but bad place.
Hand out the Bible Worksheet, folded.

Reading

Step 1
Allow students time to read the passage.
Then read the passage to them as they follow.

Step 2
Students unfold their worksheet.
Complete questions 1 and 2.
Compare answers with a neighbour.
Answers *1 1b 2d 3a 4e 5c 2 aT bF cF dF eT*

-

People & Services in Your Street 3

Worksheet 1

1 Complete these sentences using the words below.

between	on the other side of the road to	beside

a The cat is _____ the house.
b The trees are _____ the house.
c The man is _____ the crocodile and the house.

.....*fold*.....

2 Who lives where?

People & Services in Your Street 3

Worksheet 2

1 Read the chants aloud.

HAPPY STREET

My new street is a lovely place,
With friendly neighbours and lots of space

The Grey family live at number 1.
They have some cats that are fun.
They chase mice every day.
Very happy is Mrs Grey.

Mr Brown lives in number 2.
His front door is painted blue.
He likes to feed the cockatoos
Who fly to him in ones and twos..

Miss Green lives at number 3.
She has a lovely wattle tree.
When I walk past she waves to me
And asks me in for a cup of tea.

The Black family live at number 4.
Their big brown dog sometimes sits at the door.
When he barks at night we know there's trouble
And burglars run off on the double!

Mr White lives at number 5.
He eats the honey from his bee hive.
The bees fly round for hours and hours
Collecting pollen from his flowers.

Mr Baker lives at number 6.
His dog greets people with lots of licks.
The bread he's baking smells so great.
The neighbours find it hard to wait.

2 Write the names of the people above, under each picture.

-

People & Services in Your Street 3

Worksheet 3a

1 Write the letter of the meaning next to the word.

1 garbage	___	a	rubbish that can be used again
2 bin	___	b	two weeks
3 household	___	c	we put garbage into this
4 waste	___	d	rubbish
5 recycling	___	e	things that are in your house
6 lid	___	f	to take
7 collect	___	g	the top part of a bin that opens up
8 fortnight	___	h	another word for garbage or rubbish

.....*fold*.....

STUDENT A

A man has just moved to a new suburb. He asks his neighbour about garbage collection.

When is the garbage collected?
The garbage is collected on (1) Tuesday mornings, so you need to put your bins out on (2) Monday night. The household waste bin is collected (3) _____ _____. Recycling is collected (4) _____ ___ _____ and garden waste is also collected once a fortnight.

What do the different colour lids mean?
The bin with the (5) ____ lid is household waste, the bin with the yellow lid is (6) recycling and the (7) green lid is garden waste.

What rubbish do I put in each bin?
In the (8) _____ _____ bin you put things like food, nappies and plastic things. The recycling bin has (9)_____, cardboard, milk cartons, tins, glass and some plastic things. And in the (10) garden waste bin you put grass, weeds, leaves and small branches.

2 Your partner will ask you questions. Look at the number in the text above and read the answer. Then ask your partner the questions below. Say the number first. Write the answer your partner says next to the number in the text.

(3) When is the household waste bin collected?

(4) When is the recycling collected?

(5) What colour lid is the household waste bin?

(8) What bin do you put nappies in?

(9) What does the recycling bin have in it?

People & Services in Your Street 3

Worksheet 3b

1 Write the letter of the meaning next to the word.

1 garbage	___	a	rubbish that can be used again
2 bin	___	b	two weeks
3 household	___	c	we put garbage into this
4 waste	___	d	rubbish
5 recycling	___	e	things that are in your house
6 lid	___	f	to take
7 collect	___	g	the top part of a bin that opens up
8 fortnight	___	h	another word for garbage or rubbish

.....*fold*.....

STUDENT B

A man has just moved to a new suburb. He asks his neighbour about garbage collection.

When is the garbage collected?
The garbage is collected on (1) _____ _____, so you need to put your bins out on (2)_____ _____. The household waste bin is collected (3) every week. Recycling is collected (4) once a fortnight and garden waste is also collected once a fortnight.

What do the different colour lids mean?
The bin with the (5) red lid is household waste, the bin with the yellow lid is (6)_____ and the (7)_____ lid is garden waste.

What rubbish do I put in each bin?
In the (8) household waste bin you put things like food, nappies and plastic things.
The recycling bin has (9) paper, cardboard, milk cartons, tins, glass and some plastic products. And in the (10) _____ _____ bin you put grass, weeds, leaves and small branches.

2 Ask your partner the questions below. Say the number first. Write the answer your partner says next to the number in the text above. Then your partner will ask you questions. Look at the number in the text and read the answer.

(1) When is the garbage collected?

(2) When do you need to put your bins out?

(6) What is the bin with the yellow lid?

(7) What colour lid has the garden waste bin?

(10) What bin does grass and weeds go in?

-

People & Services in Your Street 3

Activity Sheet

My name is Mrs Grey

- I have some cats.
- I live on the other side of the road to Mr Black.

My name is Mr Brown

- I live opposite the lady with cats.
- I live next to Mr Black.

My name is Miss Green

- I have a tree.
- I live between Mr White and Mrs Grey.

My name is Mr Black

- I live between Mr Baker and Mr Brown
- The lady with the cats lives on the other side of the road to me

My name is Mr White

- I have a bee hive.
- I live beside the park.

My name is Mr Baker

- I live on the other side of the road to Miss Green.
- I live next to the park.

People & Services in Your Street 3

Bible Worksheet

Abram and Lot

Abram was very rich. He had lots of animals, silver and gold.
The Lord told him to leave his country and his family and go to a new land.

Abram left his country. He took his wife Sarai and his nephew, Lot with him.
Lot took his family and many animals with him.

There were other people living in the land they went to.
There wasn't enough good land for both Abram and Lot with all of their animals.
Abram said to Lot, 'Choose the land you want for your family and animals.'

Lot looked and saw beautiful land beside the Jordan River. The city 'Sodom' was next to this place. The people who lived in Sodom were evil. They did not obey the Lord.
Lot chose to live near Sodom.

Abram lived in a place called 'Canaan'.

From Genesis 13

……*fold*……....

1 *Match the words below with their correct meaning.*

1	obey	___	a	the son of your brother or sister
2	beautiful	___	b	do what someone tells you to do
3	nephew	___	c	very very bad people
4	choose	___	d	looks nice
5	evil	___	e	decide

2 *Write T (True) or F (False).*

a	The Lord told Abram to leave his country.	____
b	Abram's brother Lot went with him.	____
c	There was enough good land for both Abram and Lot.	____
d	Lot chose to live on the other side of the Jordan River.	____
e	Abram lived in Canaan.	____

-

A Barbecue with Neighbours

4

Objectives

- To revise garbage categories – household garbage, recycling and garden waste.
- To practise listening for gist and specific information.
- To practise using functional language - conversation topics: the weather and the weekend.
  - giving compliments and offering help.
- To practise correct pronunciation in conversations.
- To learn what is culturally appropriate to do and say at a barbecue.

Preparation

- Bring different items of rubbish including household general household rubbish, recycling and garden waste for Revision from last week.
- Bring barbecue items – fly spray, apron, tongs, tomato sauce.
- Photocopy student worksheets.
- Fold Survey Sheets before handing out.
- Cut out the Conversations from the Activity sheet – enough for one conversation for each student.
- CD and CD player.

Method

Revision - from Lesson 3

Step1

Remind the class that last week they learnt about garbage services. Ask ***Can you remember the three different bins some suburbs have?*** Remind them of the colours of the bin lids if they need help.

Step 2

Put on a table three signs saying HOUSEHOLD WASTE, RECYCLING and GARDEN WASTE.
Behind each sign have a collection of different rubbish items, not belonging to that group.
As a class, students rearrange the rubbish items so that they are in the correct 'bin'.

Introduction

Step 1

Write on the board **barbecue**.
Ask students to share what they know about barbecues. Write relevant words on the board as they are said e.g. sausages, food, salad, friends, summer, flies, Australian, outdoors.
Show items such as tongs, an apron, fly spray, sauce, to help.

Step 2

Hand out Student Worksheet 1. Students complete question 1.
Make sure students know that barbecue has two meanings:
1 - a 'stove' that food is cooked on outside
2 - a get together at someone's house where food is cooked on a barbecue.

Step 3

Ask if any students have been to a barbecue. Other students ask them questions.
e.g.***What did you do at the barbecue?***
What did you eat?
Who was there?
What day was it?

Listening

Step 1

Tell the students that there are many things they can talk about at a barbecue.
One thing they can say is a compliment.
Check understanding of this, by asking students to say a compliment.
First, give some yourself e.g. I love your necklace.
You look lovely today.
That's a beautiful jacket.

Step 2

Tell students that they are going to listen to some people talking at a barbecue.
Say ***Mina and her husband and their 13 year old son are at a neighbour's house for a barbecue. Listen to 4 different conversations they have.***

Play CD tracks 9-12 twice.

NOTE Each conversation is a separate track, so that each one can be played repeatedly if necessary.

Students complete question 2 on the worksheet.
Answers *3 Compliments, 1 The week or weekend, 2 The weather, 4 Helping in the kitchen.*

Track 9

1
JOHN How's your weekend been Mina?
MINA Very busy. Joel had soccer yesterday and I went to a birthday party in the afternoon.
I'm a bit tired today. How about you ? How's your weekend been?
JOHN I went to work yesterday morning, but I relaxed last night, which was nice.

Track 10

2
MINA It's such a lovely day today, again.
JOHN I agree. And it's been so dry. We could do with some rain.
MINA Yes. My poor garden needs some water.
JOHN Mine too.

Track 11

3
MINA You have a lovely house Karen. Have you lived here long?
KAREN About 5 years. We're happy here.
MINA You've decorated it beautifully. I love the colours on the walls.
KAREN Thank you.

Track 12

4
MINA Can I help you in the kitchen? What would you like me to do?
KAREN Oh thank you Mina. You can help make the salad. Could you chop some tomatoes up?
MINA Of course.

Step 3

Students complete question 3.
Answers *weekend - Saturday and Sunday, decorated - put nice things somewhere to make it look more beautiful, salad - this usually goes with meat as a meal, relaxed - rested and was happy, chop - cut in small pieces with a knife, dry – not wet*

Step 4

Hand out Student Worksheet 2.
Without listening again, students write the words in the spaces.
Then play the CD again to check answers.

Speaking 1 - Pronunciation

Play Conversations 1 – 4 again, pausing the CD after each sentence or clause.
Students repeat.
Alternatively you and / or a helper could say each part and students repeat.

Speaking 2 - Practising conversations

Step 1

Direct students' attention to Conversation 3.
Ask students if they remember what the topic of this conversation is (compliments).
Ask ***What is Mina complimenting Karen on?*** (her house)***.***
What are some other things we can compliment people on?
Write suggestions on the board. Make sure the list includes children (e.g. clothes, looks, behaviour) and things in the house (e.g. paintings, tablecloth, furniture, glasses) as some cultures do not compliment these things. Tell them that in Australia this is normal and polite.
Ask students if they remember what the other three topics of conversation are. (*the weekend, the weather and helping in the kitchen*).

Step 2

Allocate each pair or group of three students, one conversation from Student Worksheet 2.
Pairs / groups think of different things that could be said regarding that particular conversation topic.
e.g. Conversation 4 - Can I help you in the kitchen? What would you like me to do?
Ask if anyone wants a cup of tea.
No problem.
Then pairs / groups share ideas with the class. Other students contribute ideas too.

Step 3

Hand out individual conversations to pairs of students, so that each pair has one. (These are cut out from the Activity Sheet). First, students practise the conversation, reading it as is. Then swap parts. Next, students practise saying different things using the suggestions in brackets, but keeping the conversation on the same topic. Monitor the students, providing guidance and suggestions as required.

Step 4

Students then swap conversations so that they have a different one. Repeat step 4. Continue to monitor and guide. Students then swap again two more times, so that each pair has practised each conversation topic.

*Make sure students all swap at the same time.
*Make sure students begin each new conversation by practising the one written.

Speaking 3 – Survey: What is culturally appropriate in Australia.

Step 1

Introduce the terms 'polite' and 'rude'.
Elicit *polite* - ***This is a word to describe people who always say 'please' and 'thank you'. These people give lots of compiments. They are…*** (polite)
Say *polite* several times and students repeat to get pronunciation correct.
Write **pol<u>ī</u>te** on the board, with the stress.

Step 2

Ask ***What is the opposite of polite?*** (rude)
Say *rude* several times and students repeat.
Write **rude** on the board.

Step 3

Ask ***What is something that is rude to do in Australia but polite in another country?***

e.g. Getting somewhere very late (Sudan)

What is something that is polite to do in Australia but rude in another country?

e.g. Patting a child on the head (Thailand)

Step 4

Hand out the Survey Sheet to each student. Read the instructions and read each question

e.g. ***Is it polite or rude to ask people before you go to someone's house, 'Can I bring some food or drink?'***

Students complete the first column for themselves, writing polite or rude.

Then tell all students to stand up. They go to two different students and ask the questions to them, making sure they write the students' names and countries in the first box.

Step 5

Students then ask an Australian teacher or helper the questions, completing the last column.

Students share their findings with the class. Then unfold the worksheet and read the **In Australia** box.

Allow students time to make comments or ask questions.

Bible Spot - 1 Kings 17:7-16

Objectives

- To practise listening for specific information.
- To practise reading for gist.
- To practise speaking fluency.

Preparation

- Photocopy and fold Bible Worksheet.
- CD and CD player.

Introduction

Ask ***What kind of food do you think Karen gave to her neighbours when they came to a barbecue at her house?***

Tell students they are soon going to hear a Bible story about a woman who gave some food to a man, but it wasn't sausages or salad.

Vocabulary

Hand out the Bible Worksheet, folded

Students complete questions 1 & 2. Then check answers with a neighbour. Mark together.

Answers *2a afraid* *b cared for* *c oil* *d die* *e flour* *f widow*

Listening

Step 1

Tell students that they are going to listen to a story from the Bible, a long time before Jesus lived.

Write on the board **What food did the woman give to the man?**

Tell the students to listen to find the answer to this question.

Step 2

Play CD track 13 twice.

Students answer the question on the board. (bread)

Track 13

> There was no rain in Israel for a long time. The prophet Elijah went to a town to get food. He met a widow there. He said, 'Can I have a drink please?' She gave him a drink. He said, 'Can I have some bread please?' She said, 'I don't have any bread. I only have a little bit of flour and oil to make one last meal for me and my son. Then we will die. Elijah said, 'Don't be afraid. Go home. Make me some bread first. Then make some bread for you and your son. The Lord will give you flour and oil.'
> The widow went home. She made Elijah some bread first. Then she made some bread for herself and her son. Then she made some more bread! She always had flour and oil.
> The Lord looked after the widow. The Lord looked after her son. The Lord looked after Elijah.
>
> 1 Kings 17:7-16

Step 3

Students unfold the worksheet. Allow 1 minute to read the passage and write in some of the missing words. Then play the CD as many times as necessary for students to fill in all the gaps.

Mark this by reading out the passage and the class saying the missing words.

Then students complete question 4.

Step 4

Ask students to talk in pairs about what food they would like to always have in their house. Share what your food would be.

A Barbecue with Neighbours

Student Worksheet 1

4

1 *Write the words in the box to match the pictures of things found at a barbecue.*

fly spray	sausage	tongs	apron	flies
summer	salad	tomato sauce	barbecue	

2 *Mina, her husband and their 13 year old son have been invited to a neighbour's place for a barbecue. Listen to conversations 1 to 4.*
Write 1- 4 in the boxes below.

- ☐ Compliments.
- ☐ The week or weekend.
- ☐ The weather.
- ☐ Helping in the kitchen.

3 *Match the words with their meanings.*

weekend	this usually goes with meat as a meal
decorated	not wet
salad	put nice things somewhere to make it look more beautiful
relaxed	Saturday and Sunday
chop	rested and was happy
dry	cut in small pieces with a knife

-

A Barbecue with Neighbours

4

Student Worksheet 2

Complete the conversations with the missing words.

salad	dry	weekend	decorated	relaxed	chop	weekend

CONVERSATION 1

JOHN How's your _____ been Mina?

MINA Very busy. Joel had soccer yesterday and I went to a birthday party in the afternoon. I'm a bit tired today. How about you? How's your _____ been?

JOHN I went to work yesterday morning, but I _____ last night, which was nice.

CONVERSATION 2

MINA It's such a lovely day today, again.

JOHN I agree. And it's been so _____ . We could do with some rain.

MINA Yes. My poor garden needs some water.

JOHN Mine too.

CONVERSATION 3

MIN You have a lovely house Karen. Have you lived here long?

KAREN About 5 years. We're happy here.

MINA You've _____ it beautifully. I love the colours on the walls.

KAREN Thank you.

CONVERSATION 4

MINA Can I help you in the kitchen? What would you like me to do?

KAREN Oh thank you Mina. You can help make the _____

Could you _____ some tomatoes up?

MINA Of course.

A Barbecue with Neighbours

4

Survey Sheet

Ask a student *Is it polite or rude to do these things in the country you come from when you go to someone's house for a meal?* Write **polite** or **rude**.

Is it polite or rude to	**Your name and country**	**Name and country**	**Name and country**	**Name and country**
				Australia
... ask before you go 'Can I bring some food or drink?'				
... take a small gift e.g. flowers, chocolates?				
... ask 'Can I help you in the kitchen?'				
... arrive 5 minutes late for lunch?				
... say 'No thank you' to alcohol?				
... turn the TV on?				
... compliment people on their children?				

.....*fold*.....

IN AUSTRALIA

It is polite to…

ask someone if you can bring a part of the meal or drinks when they invite you for a meal to their house.

arrive on time or 5 minutes late. It is rude to arrive more than 10 minutes late.

eat some food when someone gives it to you.

say 'No thank you' - when someone asks 'Do you want some more food?' and you don't want any more .
- if you don't want to drink alcohol or tea or coffee.

eat dessert.

drink something.

leave after about 4 hours.

A Barbecue with Neighbours

4

Activity Sheet

Cut out each conversation - each pair needs one conversation

CONVERSATION 1 – Weekend

JOHN How's your weekend been Mina? (**week**)

MINA Very busy. Joel had soccer yesterday morning and I **(a party – piano lessons)**
went to a birthday party in the afternoon. **(did some gardening - did some housework)**
I'm a bit tired today. How about you? How's your weekend been? **(week)**

JOHN I went to work yesterday morning, **(washed the car – mowed the lawn – went shopping)**
but I relaxed last night, which was nice. **(watched TV – went to the movies – went out for dinner)**

✂ _____

CONVERSATION 2 – Weather

MINA It's such a lovely day again, today. **(a wet day – a hot day - awful weather)**

JOHN I agree. And it's been so dry. **(cold – windy - stormy)**
We could do with some rain. **(sunshine – wet weather - sun)**

MINA Yes. My poor garden needs some water. **(is getting washed away - is dying – is suffering)**

JOHN Mine too.

✂ _____

CONVERSATION 3 – Compliments

MINA You have a lovely house Karen. **(such well-behaved kids – such a pretty tablecloth)**
Have you lived here long? **(Are they always like this? – Where did you get it?)**

KAREN About 5 years. We're happy here. **(No. Not when they're tired. – I'm not sure. It was a gift.)**

MINA You've decorated it beautifully. I love the colours on the walls.
(You should be very proud of them. – It's lovely.)

KAREN Thank you.

✂ _____

CONVERSATION 4 – Helping in the kitchen

MINA Can I help you in the kitchen? What would you like me to do? **(with the meal?- with something?)**

KAREN Oh thank you Mina. You can help make the salad. **(help with the bread – get out the plates)**
Could you chop some tomatoes up? **(cut it up? - put them on the table?)**

MINA Of course.

A Barbecue with Neighbours

Bible Worksheet

4

1 Draw a line to match the words with their meanings or pictures.

widow	
oil	the opposite of live
afraid	a woman whose husband has died
die	cared for
flour	scared
looked after	

2 Complete these sentences with the words above.

a My son is _____ of the dark.

b I _____ my son when he was sick.

c I use _____ to cook fried rice.

d My dog is very old. He will _____ soon.

e I will buy some _____ to make a cake.

f My mother became a _____ when my father died.

……*fold*……..

3 Complete the story of God looking after people who had nothing to eat.

There was no rain in Israel for a long time. The prophet Elijah went to a town to get food. He met a _____ there. He said, 'Can I have a drink please?' She gave him a drink. He said, 'Can I have some _____ please?' She said, 'I don't have any bread. I only have a little bit of flour and oil to make one last meal for me and my son. Then we will _____.' Elijah said, 'Don't be_____. Go home. Make me some bread first. Then make some bread for yourself and your son. The Lord will give you flour and ____.'
The widow went home. She made Elijah some bread first. Then she made some bread for herself and her son. Then she made some more bread! She always had _____ and oil. The Lord _____ after the widow. The Lord looked after her son. The Lord looked _____ Elijah.

1 Kings 17:7-16

4 Spell these words correctly.

heT Lrod lekood aetfr teh woidw. _____.

-

Neighbours' Children

5

Objectives

- To revise things that are found at a barbecue.
- To practise listening to a dialogue between children's parents.
- To practise saying a conversation parents have about their children.
- To practise saying a conversation to organise a play date for children.
- To practise other ways of answering 'yes' and 'no'.
- To practise fluency in speaking by asking and answering Do you have…? Questions.

Preparation

- Have the first three lines of the dialogue written on the board with just lines for the words – see Speaking 1. Make sure this is hidden from sight until this part of the lesson.
- Copy Vocabulary Sheet words and meanings - enough for one between two students. Cut out words and meanings and keep as sets.
- Photocopy student worksheets.
- CD and CD player.

Method

Revision - from Lesson 4

Remind the class that last week they learnt about having a barbecue with neighbours.

Step 1
Put students in pairs. Make sure they have a pen and a piece of paper.
Tell each pair that one of them will be the writer. Write on the board numbers 1-10 vertically.
Tell the writers to do the same thing on their paper.

Step 2
Ask students to tell you one thing they could find at a barbecue. Write this on the board next to number 1.
Tell students they now need to think of nine more things they could find at a barbecue and write them on their paper. Spelling doesn't matter.
Students need to call out *Stop!* when they have ten, then everyone stops writing. Tell students that it's a race and then ***Start now!***
When someone has called out *Stop!* ask that pair to read out their 'barbecue' words. List these on the board. Then add more to them as suggested by other students.

Introduction

Show students the pictures on the Activity Sheet pages 55 and 56.
Ask ***Who are the people in these pictures?*** (parents and children, a grandparent and child, a teacher and children, children)
Ask ***Who do you think are the best people to help children learn English in these pictures?***
Tell students there are no right or wrong answers.
Students discuss this with a partner, then share ideas with the class.

Vocabulary

Tell students that they are going to listen to a conversation between two parents at a school, while they are waiting to pick up their children. First here are some words they need to know.

Step 1
Hand out the words and meanings cut out from the Vocabulary Sheet on page 54 – one set between two.

In pairs students match the words with their meanings.

Answers

to get along well - to talk happily together, afternoon tea – a small meal in the afternoon, backyard – garden at the back of the house, to pick up – to come and take home, allergy – a sickness from eating or touching something, busy - doing many things, excited – happy and active, twins – two children the same age with the same parents

Step 2

Hand out Student Worksheet 1. Students write the vocabulary words next to the meanings.
Tell students to look at the words. Ask ***What do you think the conversation will be about?***

Listening – A conversation at the school gate.

Step 1

Tell students they are going to listen to a conversation between two parents waiting to pick up their children at the end of school. Tell them to look at the words in front of them.
Ask ***What do you think they could be talking about?*** Students share ideas.

Step 2

Tell students that Priya and Sarah are parents with boys in the same class. The boys are becoming good friends. Priya and Sarah are happy about this. They are waiting at school to pick up their children.
Tell students to listen carefully and tick the words on their worksheet when they hear them.
Play CD tracks 14 - 16 twice.

Track 14

PART 1

Priya Hi, my name is Priya. I'm Ramit's mother.
Sarah Oh hi! I'm Sarah. Andrew talks a lot about Ramit. It's great to meet you.
Priya You too.

Track 15

PART 2

Sarah It's great they're getting along so well.
Priya Yes, they love playing together. (pause) Do you have any other children?
Sarah Yes. We have twins. They're 2 years old.
Priya Oh wow! You must be so busy!
Sarah I am, but my mum lives on the other side of the road to us.
She helps a lot. (pause)
Do you have any other children?
Priya No, it's just Ramit. (Pause)

Track 16

PART 3

Priya Do you think Andrew would like to come to our place after school today?
Sarah Oh, that sounds great! If you're sure it's OK.
Priya Yes, of course. They'll just play together in the backyard. I'll just give them fruit for afternoon tea. Does Andrew have any allergies?
Sarah No, he doesn't have any allergies, and he loves fruit.
Do you have a pick up time?
Priya Mmm… about 5:30. We're at 45 Hillview Street.
Sarah Oh, That's just around the corner from us. Andrew will be so excited.

Step 3

Students complete question B on Student Worksheet 1, as they listen to the tracks played as many times as necessary.

Answers *1c 2b 3a 4c 5b* -

Speaking

Dialogue Part 1

Show the white board, with the first three lines of the dialogue written but just with lines for words. i.e.

PRIYA __ , ___ _____ __ Priya. ___ Ramit's _____.
SARAH __ __ ! ___ Sarah. Andrew _____ __ ___ _____ Ramit. ___ _____ __ _____ ___.
PRIYA ___ ___.

Tell students that you will play this part of the dialogue once more. They need to listen carefully.
Play CD track 14.
Ask students to tell you what the words are and write them in. Play the CD again when they are stuck.
Say (or play the CD) each of these three lines, with the students repeating for correct pronunciation.

Dialogue Part 2

Play the next part of the conversation - track 15, while students listen.
Say (or play the CD) each line with students repeating for correct pronunciation.
Hand out Student Worksheet 2. Tell students that this is a picture of this part of the conversation.
Hold up the worksheet and point to each part of the picture as students listen to the track again.
Repeat this.

In pairs, students take the part of either Sarah or Priya.
Using the pictures as clues, students attempt to repeat the conversation they have just heard.
Monitor conversations and help only when needed.

Dialogue Part 3

Step 1

Hand out Student Worksheet 3 .
Students will want to read the dialogue so give them time to do this.

Step 2

Point to the last part of the dialogue and tell students that there are some words underlined.
Elicit suggestions of different words they could say instead of school.
Write these on the board e.g. **school**
soccer
swimming
lunch
Students copy these under 'school' at question 2 on the worksheet.

Step 3

In pairs, students write as many words as they can for the other underlined words.
Tell them to write their own address under '45 Hillview Street'. They are to work in pairs.
You could make this a race - the winner being the pair with the most words. Say ***ready, set, go.***
After 3 minutes, the pair of students with the most words reads them out. Write them on the board.
Let other students add to these.

Step 4

Tell students that they are going to practise saying this last part of the conversation, but they will choose different words to the ones underlined in the text. First, ask students individually to say their own address instead of *45 Hillview Street.* Then in pairs, students practise the conversation. Swap roles. Demonstrate this first with a helper.

Language – Do you have…? Yes and No answers

Step 1

Tell students that there are two different questions that begin with **Do you have… ?** in the text.
Write these on the board.**Do you have any other children?** and **Do you have a pick up time?**
You can also add **Does Andrew have any allergies?**
Tell students that these are questions that usually have a 'yes' or 'no' answer.
See if you can elicit from students another word for 'yes' e.g. yep,
and another word for 'no' e.g. nope

Step 2

Hand out Student Worksheet 4.
Students complete question 1.

Answers *YES – yep, yeah, I do, definitely, of course, sure do, that is correct.*
NO – nah, no way, nope, definitely not, not really, of couse not.

Step 3

Students ask 3 other students in the class the *Do you..?* questions in the Survey on the worksheet.
Make sure they write the student's name first. You could demonstrate this with a helper first.
Students answer the question with one of the different 'yes' or 'no' words in question 1, but just write 'yes' or 'no' in the box.
Share answers as a class.

-

Bible Spot - Isaiah 11:6-9

Objectives

- To learn vocabulary allergies, dangerous, safe and names of animals.
- To practise reading for gist.
- To learn that heaven is a safe place here everyone will know God.

Preparation

- Photocopy Bible Worksheet.

Introduction

Step 1

Ask students to recall the question that Priya asked about allergies. Refer to the text if necessary.
Tell a short story about someone you know who has an allergy to something.
Ask students to suggest other things people can have allergies to e.g. bees, peanuts, dust mites.
Ask ***Can allergies be dangerous or are they safe?*** (dangerous)

Step 2

Say ***Priya was worried about the danger of allergies.***
Ask students to talk in pairs about other dangers parents worry about for their children.

Vocabulary

Hand out the Bible Worksheet.
Students label the animal pictures with the words.
Students answer question 2.

Reading

Step 1

Give students time to read the text to themselves. Then read it to them.
Ask them if there are any words they don't know. Address these.

Step 2

Ask ***Will heaven be a safe place or a dangerous place?***
You could ask ***Do you think there will be any allergies in heaven?***

Step 3

Students complete question 4. Read it to them. Students repeat, reading it aloud together.

Neighbours' Children

Student Worksheet 1

5

A Write the words next to their meanings. Then tick them when you hear them.

☐_____ to do things happily together

☐_____ a small meal in the afternoon

☐_____ garden at the back of the house

☐_____ to come and take home

☐_____ a sickness from eating or touching something

☐_____ doing many things

☐_____ happy and active

☐_____ two children the same age with the same parents

B Circle the correct answer.

1 What is Ramit's mother's name?
- a Andrew
- b Sarah
- c Priya

2 Who is getting along well?
- a Andrew and Priya
- b Ramit and Andrew
- c Ramit and Sarah

3 Who helps Sarah a lot?
- a her mum
- b her dad
- c her son

4 What will the children have for afternoon tea?
- a curry
- b chips
- c fruit

5 What time will Sarah pick up her son?
- a 5.00
- b 5.30
- c 10.30

-

Neighbours' Children

Student Worksheet 2

5

Look at the pictures. Use the pictures to help you say the conversation between Priya and Sarah.

Neighbours' Children

Student Worksheet 3

5

1 *Read this conversation between two mums as they wait for their children at school. Practise saying the last section with different words.*

PRIYA Hi, my name is Priya. I'm Ramit's mother.

SARAH Oh hi! I'm Sarah. Andrew talks a lot about Ramit. It's great to meet you.

PRIYA You too.

SARAH It's great they're getting along so well.

PRIYA Yes, they love playing together. Do you have any other children?

SARAH Yes. We have twins. They're 2 years old.

PRIYA Oh wow! You must be so busy!

SARAH I am, but my mum lives on the other side of the road to us. She helps a lot. Do you have any other children?

PRIYA No, it's just Ramit. (Pause)

PRIYA Do you think Andrew would like to come to our place after school today?

SARAH Oh, that sounds great! If you're sure it's OK…

PRIYA Yes, of course. They'll just play together in the backyard. I'll just give them fruit for afternoon tea. Does Andrew have any allergies?

SARAH No, he doesn't have any allergies, and he loves fruit. Do you have a pick up time?

PRIYA Ahh Yep… about 5:30. We're at 45 Hillview Street.

SARAH Oh, That's just around the corner from us. Andrew will be so excited.

2 *Write other words you could say instead of these.*

school	today	backyard	fruit	5.30	45 Hillview St	around the corner from

-

Neighbours' Children

Student Worksheet 4

5

1 *These are some words that mean 'yes' or 'no'. Write them under the correct heading.*

yep	nah	yeah	I do	no way	definitely	of course	nope
sure do	definitely not	that is correct	not really	of course not			

YES	NO
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	

2 *Ask three students these questions and write 'yes' or 'no'.*

Do you have... ?	Name	Name	Name
children			
a pet			
a car			
a bicycle			
a computer			
a mobile phone			
a headache			
sugar in your tea			

Neighbours' Children

Bible Worksheet

5

1 *Write the names of the animals next to their pictures.*

cow lamb baby calf leopard goat wolf lion bear snake

a

b

c

d

e

f

g

h

i

j

2 *What are three animals that are dangerous?* _____ , _____ *and* _____ .

3 *Read this text from the Bible. It tells us what heaven will be like.*

> Wolves will live with lambs, leopards will sleep with goats.
> Calves and lions will eat together. Little children will walk with them.
> Cows will eat with bears. Their babies will sleep together.
> Lions will eat grass like cows.
> A baby will play near a snake's home. It will put its hand into the snake's nest.
> None of these animals will hurt or kill anything or anyone on God's holy mountain.
>
> The sea is full of water and the earth will be filled with the knowledge of the Lord.
>
> From Isaiah 11:6-9

4 *Write these words in the correct order.*

filled of the earth with the knowledge Lord will the be

-

_____

Neighbours' Children

Vocabulary Sheet

5

to get along well	to talk happily together
twins	two children the same age, with the same parents
backyard	garden at the back of a house
busy	doing many things
afternoon tea	a small meal in the afternoon
to pick up	to come and take home
allergy	a sickness from eating or touching something
excited	happy and active

Neighbours' Children

5

Neighbours' Children

5

Birthday Parties With Neighbours 6

Objectives

- To revise *Do you have…?* questions.
- To practise speaking fluency, inviting a neighbour to a birthday party.
- To practise language in accepting and declining an invitation.
- To learn children's party food vocabulary.
- To practise *Would you like…?* in offering someone food or drink.
- To practise using 'a' or 'some' for countable and uncountable nouns.
- To become familiar with a children's party game.

Preparation

- Bring party items for the Introduction activity.
- Bring a birthday card and a birthday party invitation.
- Bring party food (e.g. fairy bread) to share together after class.
- Have the party invitation on Student Worksheet 1 written on the board, but hidden.
- Have a parcel for *Pass the Parcel* prepared with either small gifts or speaking prompts at each unwrapping. (See Speaking activity on page 61)
- Photocopy student worksheets.
- Fold Student Worksheet 1.
- CD and CD player.

Method

Revision - from Lesson 5

Write these words on the board **a computer, an ipod, a bicycle, a pencil, sunglasses, a Bible, a driver's licence.**

Say ***Last week you learnt about a conversation between parents whose children are friends. You practised questions starting with 'Do you have...?'***

Ask students if they remember how to ask this about a computer.

Students then revise this by asking a partner this question about the things on the board, with students answering with 'yes' or 'no', or other words meaning yes or no that they learnt last week e.g. yep, I do, definitely and nope, definitely not, not really.

Encourage students to think of one more thing they can ask about e.g. ***Do you have children?***

Introduction

Step 1

Set up a table with realia or pictures of birthday vocabulary e.g. party hat, balloons, party popper, party blower, streamers, party decorations, (pretend) present, wrapping paper, candles etc. Ask students to guess what today's lesson is about.

Step 2

Ask ***How do you say 'Happy Birthday' in your language?***

Ask a student from each language group to come and write it on the board.

OPTIONAL - Sing the Happy Birthday song.
Ask them if they sing this song in their own language or if they have another birthday song.

-

Step 3
Show a birthday card. Ask ***What's this? When do you give someone a birthday card?***
Show a birthday party invitation and ask ***What's this?***
Write **A birthday party invitation** on the board. Say it and students repeat.
Ask ***When do you give someone a birthday party invitation?***
To clarify, you could open up the invitation and write on the board the information that is written inside e.g. date, time, address.

Listening

Step 1
Tell students that usually people get party invitations in the mail but sometimes a neighbour may just invite you or one of your children to a birthday party without a written invitation.
Say ***You're going to listen to a conversation between two neighbours.***
Maryam hasn't been in Australia long.
Her neighbour Kelly, invites Maryam's daughter Lilya to her own daughter's birthday party. Let's listen…

Play CD track 17

Track 17

A party invitation

K Hi Maryam. How are you going?
M Not too bad thanks. How about you?
K I can't complain. Have you got a busy weekend?
M No, not really. And you?
K Yes, it's Ava's birthday this weekend. I can't believe she is going to be 5!
By the way, would Lilya like to come to Ava's party?
M When is it?
K It's on Saturday.
M What time is it?
K It's in the afternoon, from 3 to 5.
M Sure, we're free. Where is it?
K It's at our house. Oh, and it's fancy dress.
M What does fancy dress mean?
K It means you wear special clothes like a Princess or Spiderman or anything you like.
M Oh, I see. That sounds fun.
K Yes, I hope so. I'd better run.
M Yes, me too. Thanks for the invitation.
K You're welcome. See you on Saturday afternoon.

Step 2
Ask ***Whose birthday is it?*** (Ava's)
Play the CD again.

Step 3
Hand out Student Worksheet 1.
Students read the party invitation. It has some information missing.
Ask students again ***Whose birthday is it?*** and ***Where do you write this on the invitation?***
Students complete this part.
Now play the CD again as many times as necessary for students to complete the rest of the information.

Check students understand the meaning of *fancy dress.*
You could have a helper turn up to the class in 'fancy dress'!

To mark this, show the invitation that you have previously written on the board.
Ask for volunteers to write in the information.

Answer

Dear Lilya,
You are invited to ***Ava's 5th*** birthday party!

Where: at our ***house***
When: Saturday (day) ***3-5*** (time)
Wear: ***fancy dress***
RSVP Kelly: 0470 520 488

Speaking 1

Step 1

Divide the class in half. One half is Kelly and the other half is Maryam. You could draw two women's faces at either end of the board with **Kelly** and **Maryam** written next to each.
Say each section of the dialogue, standing in front of the faces saying that part. Alternatively you could get a class helper to read the other part.
After you have said each part, students repeat. Students swap parts.

Step 2

Students unfold Student Worksheet 1. Allow time for students to read the conversation.
Then students practise the conversation in pairs, swapping parts.
Monitor and check pronunciation.

Vocabulary

Hand out Student Worksheet 2.
Tell students that this is the food the children ate at Ava's birthday party.
Complete question 1. Do the first one together first.
Students check answers with a partner before marking as a class.
Answers *a birthday cake, b ice cream, c donut, d cup cake, e lollies, f cordial, g popcorn, h party pies, i lemonade, j pizza, k chips, l jelly*

Reading

Draw students' attention to question 2.
This is a conversation Maryam and Kelly had when Maryam came to pick up Lilya.
Allow students time to read the conversation to themselves.

Language – Would you like a… / Would you like some…

Step 1

Ask ***What does Kelly say when she offers cake?*** (Would you like a piece of cake?)
Write this on the board. Say it and students repeat for correct pronunciation.
Ask ***What does Kelly say when she offers tea or coffee?*** (Would you like some tea or coffee?)
Write this on the board. Say it and students repeat for correct pronunciation.

Step 2
Explain ***If you are talking about one thing we use 'a',***
If you are talking about something you cannot count we use 'some'.
Circle these in the questions on the board.
Elicit one or two other examples from students and write these under the '*some'* question or the *'a'* question.

The board should look something like this.

Would you like a piece of cake?	**Would you like some tea or coffee?**
cup of tea?	**music?**
sausage roll?	**jelly?**

Explain ***We also use 'some' if it is plural e.g. chips.***
Ask students for another example of this in question 1 e.g. lollies.
Write this under the '*some*' question on the board also.

Step 3
As a class, go through every item at question 1 on the worksheet and write 'a' or 'some' next to them. (NOTE: Cake can be *a cake, a piece of cake* or *some cake!)*
In pairs students offer each other the food item on Student Worksheet 2 using the correct form.
Monitor and help where needed.

Language 2 - accept and decline

Write **accept** and **decline** on the board.
Ask ***When Kelly asks Maryam if she would like a piece of cake, what does Maryam say?***
(No thanks) ***Does Maryam accept or decline Kelly's offer?*** (decline).
Write **No thanks,** under **decline**.

Ask ***When Kelly asks Maryam if she would like some tea or coffee, what does Maryam say?***
(Yes, that would be nice.)
Does she accept or decline? (accept)
Write **Yes, that would be nice.** under **accept*.***

Speaking 2

Students have done a lot of work in pairs this lesson, so ask every second student to stand and swap places with another student who is standing, to form new pairs for this last speaking activity.

Step 1
Students turn their worksheet over so they cannot see the conversation.
Read the conversation to the class either standing in front of the faces of Maryam and Kelly (drawn on the board), or with a helper.
Students repeat each sentence after you, for correct pronunciation.
Referring back to their worksheet, students practise saying the convesation in pairs, swapping parts.

Step 2
Students practise saying the conversation again, replacing *a piece of cake* and *some tea or coffee* with another food or drink using 'some' or 'a'.
Students could also accept the offer of cake and decline the offer of tea and coffee.

Step 3
Ask for volunteer students to say a similar conversation in front of the class. Encourage them not to refer to their worksheet too much.

Speaking 3

Ask students to share what party games children play in the country they come from.
Tell students that they will play together a party game that is popular in Australia.
Play either *Simon Says* or *Pass the Parcel.*

SIMON SAYS

Make sure as the teacher, you do the actions that you say, but students are 'out' (sit down) if they do it without you saying *Simon Says.*
Say ***Everyone stand up. Let's play 'Simon Says'. You have to do what Simon says. But if I don't say 'Simon says' then don't do it.***
Let's try… Simon says, touch your head.
Simon says touch your shoulders.
Touch your nose.
Say ***Sit down if you touched your nose. I didn't say 'Simon says touch your nose'.***
Everyone stands up again and continue the game until only one person is left standing up.
You could change it to Teacher says… or students could use their own name to have a turn as 'Simon'.

PASS THE PARCEL

Teacher says ***Let's play 'Pass the Parcel'.***
Everyone sit in a circle.
Everyone listen to the music.
Everyone pass the parcel to the next person.
When the music stops, open one part of the parcel.

You could have a piece of paper with an age, a day and a time, at each unwrapping. Students need to name another student and ask, ……(name) ***Would you like to come to my ..16th..*** (number) ***birthday party on ..Saturday..*** (day) ***at ..7pm ..*** (time)? The student accepts or declines the invitation.

Or, you could simply have a small, cheap gift for the students at each unwrapping. Make sure you have enough wrappings / gifts for every student.

To finish…

Enjoy some party food together for morning tea / afternoon tea / supper.
Or you could have a 'birthday party' together for the students in your class with birthdays around this time.

-

Bible Spot - Luke 14:15-24

Objectives

- To practise listening for gist and specific information.
- To learn that God invites the needy to his Kingdom.

Preparation

- Write the Introduction questions on the board.
- Photocopy and fold the Bible Worksheet.
- CD and CD player.

Method

Introduction

Write on the board **What is the biggest party you have been to?**
Who was there?
Who invited people to come?

Students discuss these questions in pairs. One or two students share answers with the class

Vocabulary

Hand out the Bible Worksheet. Tell the class that these are some words in a Bible story about a party. Read each word and each meaning to the class. Do the first one togetherer then students complete question 1.

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

Listening

Step 1

Tell students that Jesus once told a story about a party. This story teaches that God invites all people into his Kingdom, but not everyone accepts his invitation.

Step 2

Play CD track 18 once.

Ask ***How many people declined the invitation in the story? Play the CD again.***

Answer *three*

Step 3

Students unfold their Bible Worksheet.

Play track 18 as many times as necessary for the students to complete the story.

OPTIONAL Students practise reading the story in pairs, reading one sentence each.

Track 18

Jesus taught people about God's Kingdom.
He told them this story about God's invitation to his party in heaven.

"One day a man gave a big party. He invited many people. He sent his servant to tell the people that it was time for the party to begin. But they all declined.
One of them said, 'I can't come. I am too busy. I have bought a field. I have to go and see it.'
Another man said, 'I have bought five cows. I have to go and see them.'
Another man said, 'I've just got married. I can't come.'
The man was angry. He said to his servant, 'Go and get all the poor people, blind people and disabled people. They will enjoy my party. My party must be big with many people. None of the people I invited will enjoy my wonderful party.' "

From Luke 14:15-24

Birthday Parties With Neighbours 6

Student Worksheet 1

1 *Listen to the conversation. Complete information on the birthday party invitation.*

Dear Lilya,
You are invited to _____'s ___th birthday party!
Where: at our _____
When: _____ (day) _____ (time)
Wear: _____
RSVP Kelly: 0470 520 488

.....*fold*.....

2 *Practise saying the conversation with a partner.*

A party invitation

Kelly	Hi Maryam. How are you going?
Maryam	Not too bad thanks. How about you?
Kelly	I can't complain. Have you got a busy weekend?
Maryam	No, not really. And you?
Kelly	Yes, it's Ava's birthday this weekend. I can't believe she is going to be 5! By the way, would Lilya like to come to Ava's party?
Maryam	When is it?
Kelly	It's on Saturday.
Maryam	What time is it?
Kelly	It's in the afternoon, from 3 to 5.
Maryam	Sure, we're free. Where is it?
Kelly	It's at our house. Oh, and it's fancy dress.
Maryam	What does fancy dress mean?
Kelly	It means you wear special clothes like a Princess or Spiderman or anything you like.
Maryam	Oh, I see. That sounds fun.
Kelly	Yes.... I hope so. I'd better run.
Maryam	Yes, me too. Thanks for the invitation.
Kelly	You're welcome. See you on Saturday afternoon.

Birthday Parties With Neighbours 6

Student Worksheet 2

1 Write the name of the party food next to thematching picture.

donut pizza popcorn	lemonade party pie chips	cupcake ice cream	birthday cake jelly	cordial lollies

a

b

c

d

e

f

g

h

i

j

k

l

2 Read the conversation Maryam and Kelly have when Maryam comes to pick up Lilya at the end of the Birthday party.

Maryam	Hi Kelly. I am here to get Lilya.
Kelly	Come in Maryam. They're just finishing their birthday cake.
	Would you like a piece of cake?
Maryam	No thanks.
Kelly	Would you like some tea or coffee?
Maryam	Mmm… yes, that would be nice. A cup of tea would be lovely.
Kelly	Ok. No problem.

Birthday Parties With Neighbours 6

Bible Worksheet

Write the letter of the meanings next to the word.

1 servant	__	a	a person who cannot see
2 declined	__	b	to have fun and be happy
3 blind	__	c	a person who works for rich people in their house
4 disabled	__	d	the place where God is King
5 enjoy	__	e	having lots of things to do
6 kingdom	__	f	when someone says 'no' to an invitation
7 busy	__	g	people whose bodies or minds don't work well e.g. they cannot walk.

……..... *fold* …….. ……

Jesus taught people about God's Kingdom.
He told them this story about God's invitation to his party in heaven.

One day a man gave a big _____.
He invited many people.
He sent his _____ to tell the people that it was time for the party to begin. But they all _____.

One of them said, 'I can't come. I am too _ _____.
I have bought a field. I have to go and see it.'
Another man said, 'I have bought _____ cows. I have to go to and see them.'
Another man said, 'I have just got married. I can't _____ .'

The man was _____ .
He said to his servant,
'Go and get all the _____ people, blind people and disabled_____ .
They will enjoy my party. My party must be big with many people.
None of the people I _____ will enjoy my wonderful party.'

From Luke 14:15-24

-

Problems With Neighbours

7

Objectives

- To revise inviting someone to something, accepting and declining invitations.
- To practise listening to someone complaining about a neighbour.
- To practise making a complaint to neighbours.
- To practise apologising to and accepting apologies from neighbours.

Preparation

- Bring realia to class for the Introductory activity i.e. a ball, a model / plastic tree, a model / plastic fence, a CD, a stuffed toy dog / dog collar / picture of a dog, a photo of a child.
- Photocopy student worksheets.
- Fold Student Worksheet 2.
- CD and CD player.

Method

Revision - from Lesson 6

Remind students that last week they learnt how to invite someone to something.

Step 1
Ask students what they might say when they want to invite someone to lunch at their house.
Elicit *Would you like to come to my place for lunch?*
Ask students to tell you what they say if they want to accept the invitation and then what they say if they want to decline the invitation.
e.g. *Yes, thanks very much* or *That would be lovely.*
I'm sorry, I can't come or *No sorry, I have something else on.*

Step 2
Write on the board other events they may be invited to e.g. **the football on Saturday afternoon, church on Sunday morning.**

Step 3
Students practise inviting a partner to these events. Partners practise accepting and declining the invitations.

Introduction

Step 1
Write on the board the topic for this lesson **Problems with neighbours.**
Show realia items one by one, eliciting the name of each one from students.

Step 2
Ask students ***What problem could neighbours have with …..?***
(a ball, a tree, music, a dog, a child / children)

Step 3
Ask students to share a time when they have had a problem with a neighbour.
Possibly share one yourself.

Listening

Step 1

Write on the board **What is the problem?**

Tell the students they will hear two neighbours talking.

Ask ***What is the problem these neighbours had?***

Play CD track 19 twice.

Answer *Neighbours had a party and the music was so loud they couldn't sleep.*

Step 2

Hand out Student Worksheet 1.

Read the words in the box to students.

Students write these words in the spaces. Do the first one together.

Play track 19 again as many times as necessary to complete the text.

Students check their answers with a partner.

Track 19

M Hello Suzie, how are you?
S Oh hi, Maria, I'm fine thanks. Are you ok? You look a bit tired today.
M I am tired. The young people in one of the units upstairs had a party last night and the music was so loud we couldn't sleep.
S Oh dear! What did you do?
M In the end my husband Peter knocked on their door and he told them that we couldn't sleep. Peter also told them that loud music has to stop at 10 o'clock on a week day. They said sorry, and turned the music down straight away.
S They were lucky someone didn't call the police!
M Yes they were.

Reading

Step 1

Students complete question 2 on the worksheet.

Answers *2 aT bT cF dF*

Step 2

Read the *In Australia…* box on the worksheet.

Explain the words *argument* and *vicious.*

Students complete question 3. Check answers in pairs and then as a class.

Answers *3 a no b yes c no d yes*

Language - Complaining to Neighbours

Step 1

Hand out Student Worksheet 2, folded.

Tell students that they are going to learn how to complain to a neighbour.

Read together the box 'To complain'.

To check understanding, ask students what they would say to a neighbour who was having a very noisy party late at night.

Write any suggestions on the board, adding things to make it polite.

e.g. **Could you please.. Excuse me.. Do you mind..**

Step 2

Direct students to question 1 on the worksheet.

Check they know the vocabulary for the pictures.

-

Play CD track 20 pausing after number one. Check students have written '1' under a picture.
Continue with the rest of the track. Play the track at least twice.
Students check answers with a partner, then as a class.

Answers *1 a3 b1 c4 d2 e5 f6*

Track 20

1
Hey Jenny. Would you be able to stop your dog barking at night please?
It's keeping us awake.

2
Hello. I'm sorry to bother you, but would you be able to mow your lawn later in the day?
My wife and I are still asleep at 7 o'clock on Sundays.

3
Hey Jack. It's 1am and we can't sleep. Could you stop playing that trumpet please?

4
Hi Jo. I hope you don't mind but could you please speak to your daughter about being quiet when she's outside our house with her friends late at night? We can't sleep.

5
Excuse me, but your car is blocking my driveway. Could you please move it?
I need to go out.

6
Hi Mia. Do you think I could have my ladder back please? I need it to clean my windows.

Speaking

Step 1 - Pronunication

Write on the board **Hey Jenny.**
Would you be able to stop your dog barking at night please?
It's keeping us awake.

Say this to the students several times.
Elicit from students where the stresses are. Mark like this on the board.

Hey Jenny.

Would you be able to stop your dog barking at night please?

It's keeping us awake.

Say this to the students, in sections if necessary and students repeat for correct pronunciation.

Step 2

Ask **What is the problem?** (The neighbour's dog is barking at night.)
Why is it a problem? (It is keeping them awake at night.)
Ask students if they have ever had this problem.
Ask students what they could say at the start if they don't know their neighbour's name?
(Excuse me.)

Step 3
Students look at the pictures of other problems on Student Worksheet 2.
On the board, underline **Jenny** in line 1, **stop your dog barking** in line 2, **it's keeping us awake** in line 3.
Now do 1d together, replacing the underlined parts in the example on the board accordingly.
e.g. Hey Medi.
Would you be able to stop mowing your lawn at 7am on Sundays please?
We are still asleep.
In pairs, students take turns complaining about each problem at question 1 on Student Worksheet 2.
If this is difficult, do this together as a class.
Say each one to the students. Students repeat.

Step 4
Students unfold Student Worksheet 2.
Read the *Complaining to Someone Politely* box.
Students complete question 2. Do the first one together.
Answers *Various. Make sure each one has 'please' included.*

Language – Apologising to Neighbours

Step 1
Elicit from students the word *apologise*.
e.g. Bump into a student's chair and apologise, using one of the phrases from Student Worksheet 3.
Ask students to tell you what you just said.
Ask ***What is this called, when we say sorry to someone?***
Say ***apologise*** several times with students repeating for correct pronunciation.
Write it on the board.

Step 2
Ask students to think of a time when they had to apologise. Share this with a partner.
(Don't force students to do this as in some cultures, admitting this is shameful.)

Step 3
Hand out Student Worksheet 3.
Say each apology to students. Students repeat.
Tell students that it is very important to reply to an apology politely.
Say each reply to students. Students repeat.
Students complete questions 1-5. Make sure they know that any apology and any reply can be used.
Then in pairs, students practise saying each one with a reply.

Speaking

Step 1
Students look back at Student Worksheet 2.
In pairs students practise complaining to a neighbour about one of the scenarios in questions 1 and 2. The partner replies with an apology. Then a polite reply is given.

NOTE: We often say more than one of these phrases when apologising and replying to an apology.
With a helper, model one for the students.
e.g. a Do you think you could stop your dog coming into my garden?
b I'm really sorry. Please forgive me.
a No worries. That's ok. It's only happened a few times.

Step 2
Monitor who does this well. Invite pairs to say one in front of the class.
Applaud enthusiastically.

Bible Spot - Leviticus 19:17-19

Objectives

- To learn vocabulary *to get even.*
- To practise writing.
- To understand that God wants his people to love their neighbours.

Preparation

- Copy and cut out sentences from page 76.
  If a class has more than 8 students, make 2 copies of the page.

Introduction

In pairs students talk to each other about their neighbours.
Ask them if their neighbours have ever done something to make them feel angry. If not, share a time when a neighbour has made you feel angry. (Make sure you don't share about how you *got even with them!)*

Vocabulary – to get even

Step 1
Write on the board **to get even**.
Explain that this means, if someone does something bad to you, you do something bad to them.
Ask ***If I hit you, what would you do to get even?***

Step 2
Students stand in two groups.
Tell one group (Group A) that they are people who have done something that makes a neighbour angry.
Tell the other group (Group B) that they are the neighbours who are feeling angry.
They 'get even' with their neighbour.

Step 3
Hand out cut out sentences (in *italics*) from page 76, one to each student.
Group A has the sentences in *italics*, Group B has sentences in **bold**.
Each student reads his / her sentence to a student from the other group.
This student then reads his / her sentence. Students find their neighbours.
Ask students if they are good neighbours or bad neighbours.

NOTE - If a class has more than eight students, give some students two sentences (as you have made two copies.) If less than eight students, give some more advanced students two sentences. If less than four students, lay them all out on the desk in front of them, in two columns. Together, students match the 'getting even' sentence with the other sentence.

Reading

Step 1
Tell students that they will read a part of the Bible that talks about what God wants neighbours *to do to each other* and *not do to each other.*

Step 2
Hand out the Bible Worksheet.
Students read the passage.

Students answer question 1.
(While they do this, write on the board **Moses taught God's people about how they should live together.**)

Writing

Step 1
Read together the sentence on the board.
Rub out **Moses, God's people, live.**
Replace these words with **(a name of a student)**, **the English students, work.**

Step 2
Read question 2 on the worksheet. Ask for some suggestions from students and write one on the board.
Then students think of some others themselves and write them down. Students could work in pairs.
Then ask for volunteers to share with the class.

Problems With Neighbours

7

Student Worksheet 1

1 Listen to the conversation. Write the words in the box in the spaces.

loud	are	today	police	sorry
sleep	last	down	knocked	

Maria Hello Suzie, how _____ you?

Suzie Oh hi, Maria, I'm fine thanks. Are you ok? You look a bit tired _____ .

Maria I am tired. The young people in one of the units upstairs had a party _____ night and the music was so _____ we couldn't _____.

Suzie Oh dear! What did you do?

Maria In the end my husband Peter _____ on their door and he told them that we couldn't sleep. He also told them that loud music had to stop at 10 o'clock on a week day. They said_____, and turned the music _____ straight away.

Suzie They were lucky someone didn't call the _____!

Maria Yes they were.

2 Read the questions and write T (True) or F (False).

a Maria lives in a unit. ____

b Maria looks a bit tired. ____

c Maria couldn't sleep last night because a dog was barking. ____

d Someone called the police about the noise. ____

IN AUSTRALIA …

It is OK to call the police if a neighbour
- will not turn down loud music or noise very late at night.
- is having a big argument with his / her family and you think someone might get hurt.
- often lets his / her vicious dog walk around your street.

3 Write 'yes' or 'no' if you should call the police.

a A neighbour's child has kicked a ball into your garden. _____

b Your neighbours have been arguing very loudly for a long time and a child is crying. _____

c A neighbour's dog has come through a hole in the fence into your garden. _____

d A neighbour is having a loud party. It is 2am. You have asked them to turn down the music, but they won't. _____

Problems With Neighbours

Student Worksheet 2

7

To complain = to tell someone that you are unhappy about something
e.g. the weather, something you have bought or something someone has done.
e.g. *I am so sick of this hot weather!*
This coffee machine doesn't work.
There was a very noisy party next door last night and I couldn't sleep.

It is important not to complain to neighbours too much.
It is important to complain politely.

1 *Listen to the neighbour complaining to another neighbour.*
Write the number of each one underneath the matching pictures.

a
1am

____

b
11pm

____

c
2am

____

d
7am Sunday

____

e
car blocking
a driveway

____

f
a ladder

____

……fold……

Complaining to someone politely.
These are some things we say to complain politely

Would you be able to... ?
Do you think you could… ?
Is it possible to… ?
Is there any chance you could… ?
I'm sorry to bother you.
I hope you don't mind.
…please.

2 *Write what you would say to complain to a neighbour about these things.*

a Screaming children. _____

b A very big tree. _____

c Their dog coming into your garden. _____

d Loud music. _____

e A ball has smashed a window. _____

Problems With Neighbours

Student Worksheet 3

7

These are some ways we apologise.	*These are some of the ways we reply to apologies.*
I am really sorry.	No problem.
I'm so sorry.	No worries.
I do apologise.	Don't worry.
I beg your pardon.	That's all right.
Please forgive me.	That's ok.
Excuse me.	Never mind.
	It doesn't matter.
	It was an accident.

Write an apology only in each **a** *part below.*
Then write a reply in each **b** *part.*

1 a _____ . (bump into someone)

b _____ . I'm not hurt.

2 a Whoops! _____ . (spill coffee)

b _____ . I can clean it easily.

3 a _____ . (forget to collect mail)

b _____ . There wasn't that much anyway.

4 a _____ . (late for a dinner invitation)

b _____ . We haven't started eating yet.

5 a _____ . I will pay to get it fixed. (smash a window)

b Thank you for apologising. _____

Problems With Neighbours

Bible Worksheet

7

Moses taught God's people about how they should live together. He told them . . .

Do not hate your neighbour. If he does something wrong, tell him.
Do not try to get even. Love your neighbour like you love yourself.

From Leviticus 19:17-18

1 *Tick DO or DO NOT.*

DO	DO NOT	
		... hate your neighbour. ... tell him if he does something wrong. ... try to get even. ... love your neighbour.

2 *Write some sentences about what you would teach your English class about how they should work together.*

_____ (your name) taught the English students about how they should work together. He/she told them . . .

Do not _____

Do not _____

Do _____

Do _____

-

Problems With Neighbours

7

Sentences

For Group A	For Group B
I had a noisy party and you couldn't sleep.	**I played loud music late at night.**
I mowed my lawn at 7 am on Sunday.	**I mowed my lawn in the middle of the night.**
I parked my car in front of your driveway.	**I parked my car in front of your driveway too.**
My child hit your child.	**I told my child to hit your child too.**

Borrowing and Lending

8

Objectives

- To revise complaining politely, apologising and replying.
- To practise language associated with borrowing and lending things.
- To learn about cultural practices in Australia regarding borrowing and lending.
- To practise listening for gist and for specific information.
- To practise past simple tense of irregular verbs e.g. to lend, to buy.

Preparation

- A pile / pad of paper and a pencil for each team in the Introduction activity.
- Bring to class a paintbrush, bucket, torch, spade, hammer, nails and a ladder if you can.
- Have a list written of the above items.
- Photocopy student worksheets.
- Fold Student Worksheet 2.
- CD and CD Player.

Method

Revision - from Lesson 7

Brainstorm problems people have with their neighbours. List these on the board. Put students in pairs and tell them that they are neighbours. Student A complains politely to student B. Student B apologises to student A. Then student A accepts student B's apology.

e.g. A Hi James. Do you think you could move your car please? It's blocking my driveway.
B Oh I'm so sorry. I do apologise. I'll move it straight away.
A That's OK.

Introduction

Vocabulary 1- tools

Step 1

Show the items on the table - paintbrush, bucket, torch, spade, hammer, nails (and show ladder).
Ask students which ones they know the names of.
Say each one and students repeat for correct pronunciation.
Write each one on the board.

Step 2

Play this version of PICTIONARY.
Have the words for each of the items above written on a list, for only the teacher to refer to - *ladder, paintbrush, bucket, torch, spade, hammer, nails.*

Ask ***What is the word for all these things?*** (tools)
Put your class into two or three teams (depending on the number of students you have).
Tell students that one person from their group will draw a picture of one of these tools.

One student from each team comes to the teacher and the teacher whispers the first word on the list to the student. The student returns to his / her team, draws the item and the team guesses what it is.
When they guess correctly, someone else in the team comes to the teacher.
The teacher then tells this student the next word. He / she then returns to the team to draw it.
This is repeated until one of the teams has finished.
Ask the team that finished first to show the pictures that they drew to the class.

-

Step 3
Hand out Student Worksheet 1.
Students complete question 1, writing the words under each item.
Answers *a spade b hammer c torch d paintbrush e paint f nails g ladder h bucket*

Language – to borrow and to lend.

Step 1
Write on the board **to borrow** and **to lend.**
Ask a helper ***Can I borrow a pen please?*** The helper says ***Yes. I can lend you a pen.***
Write this question and answer on the board. Repeat this with another item.
To check understanding, ask ***If you need something you don't have, do you 'borrow' or 'lend' it?*** (borrow)

Now ask a helper ***Can I borrow your book please?*** The helper replies, ***No sorry, I need it.***
Write this question and reply on the board.
Say the questions and answers several times with the students repeating, for correct pronunciation.

Step 2
In pairs, students practise asking to borrow things they can see their partner has.
The partner replies in the affirmative or negative.
Make sure students use the structure on the board.

Step 3
Ask a helper ***Can you lend me a pen please?*** The helper says ***Yes. You can borrow a pen.***
Write these on the board.
Show the difference between this and the previous structure by underlining **I borrow** and **I can lend** in the first example and **you lend** and **you can borrow** in this second example.
To check understanding, ask ***Who is borrowing the pen?*** (teacher) ***Who is lending it?*** (helper)
Ask ***What do you say if you don't want to lend your pen?*** (No sorry, I need it.)

Step 4
Say the question and answers with students repeating, for correct pronunciation.
In pairs, students practise asking if their partner can lend them something.

Step 5
Students complete question 2 on Student Worksheet 1. Do the first one together.
Answers *2a I borrow b you lend c lend me d I, please e borrow f lend me g you, lend*
Then students complete question 3 by asking and answering the questions above using the tools in question 1. First do one together. e.g. Can I borrow a spade please?

Speaking - Discussing Australian culture of lending and borrowing.

Read the 'IN AUSTRALIA - Did you know…?' box on the worksheet.
Discuss any questions your students may have.
e.g. *What does precious mean? Should I lend something if I don't want to?*

Listening

Step 1
Tell students they will soon listen to a conversation that two neighbours are having about lending things to another neighbour. Hand out Student Worksheet 2, folded.
Students complete question 1.
Answers *to borrow – to use something that belongs to someone else, to lend – to let someone use something that belongs to you, to return – to give back something you have borrowed, to keep – to not return something you have borrowed*

Step 2
Tell students to listen to the conversation.
Tell them that Luke returns from the shop with some paint. He talks to his neighbour Gina.
Ask ***Is Bill a good neighbour?***
Play CD track 21 twice. ***Is Bill a good neighbour?*** (no)

Step 3
Ask students to look again at the pictures of tools on Student Worksheet 1.
Tell students that as they listen to the conversation again, they need to write numbers 1 to 8 next to each tool as they hear them. Play track 21 again and pause after 'I had to get some paint for a window I'm fixing'. Check students have written '1' next to the paint. Then play the rest of the conversation several times until they have numbered them all.
Answers *paint 1, nails 2, ladder 3, paintbrush 4, bucket 5, torch 6, spade 7, hammer 8*

Step 4
Students unfold Student Worksheet 2.
Play track 21 as many times as necessary, while students complete the missing words.
(These are underlined in the text below.)
Students check their answers with a neighbour.
To mark, read the whole dialogue and students tell you the missing words when you get to them.

Track 21.

L Hi Gina. How are you going?
G I'm great thanks. Looks like you've been shopping.
L Yep. I had to get some paint for a window I'm fixing… and a box of nails. The only problem is that I need my ladder but I <u>lent</u> it to Bill next door, last week. He <u>said</u> he would return it the next day, but he still hasn't returned it. I think he wants to keep it.
G Oh dear. That's not good. I lent Bill a paintbrush a couple of months ago. He didn't return it so I <u>bought</u> a new one. I <u>gave</u> him one of my buckets too. You know Peter who lives around the corner, he <u>went</u> to Bill's place last week to ask him to return the torch and spade he borrowed. He <u>got</u> the spade back but Bill had <u>lost</u> his torch.
L Oh no. I'll have to go and ask him for my ladder then.
G Bill isn't a very good neighbour. He <u>told</u> me he would return my things, but he hasn't. I'm never going to lend him anything again.
L Good idea. By the way, would you be able to lend me your new paintbrush please… and a hammer? I'll return them this afternoon.

Speaking

Ask students ***Do you think Gina should lend Luke her new paintbrush and hammer? Why? / Why not?***
Let students know that there is no right or wrong answer, but if Gina was a very good neighbour she would say yes.

Grammar

Step 1
Write vertically on the board the verbs **borrow, return, come, is, lend, say, get, buy, give, go, lose,** and **tell**.
Read the first part of *Past Tense of Irregular Verbs* on Student Worksheet 2.
Write next to **borrow – borrowed** and next to **return – returned**.
Read the next part. Write next to **come – came** and **is – was**.

-

Step 2
Tell students to write the answers in question 2 (irregular past tense verbs) next to their matching present tense verb in question 3. Do the first one together.
Students check answers with a partner.
Ask students for answers and write the past tense verbs next to the present tense verbs on the board.
Answers *lend – lent, buy – bought, give – gave, get – got, say – said, go – went, lose – lost, tell – told*

Step 3
Ask students to write one short sentence using one of the past tense verbs on the board.
Do one together as a class first.

Then, choose a student to read out his / her sentence. Correct it if necessary.
(Remember the verb must be one from the board and in the past tense.)
Model saying the sentence with correct pronunciation and the class repeats. Then choose another student. This student says the first sentence by themselves, then adds his/her own sentence.
Repeat the above steps. Then choose another student.
This student says the previous 2 sentences and adds his/her own sentence.
Get the whole class to repeat the new sentence each time. See how many sentences they can remember as they add a new one each time.

Bible Spot - Luke 11:5-9

Objectives

- To practise listening and reading for specific information.
- To understand that people will receive things from God when they ask him.
- To practise stress and rhythm in speaking.

Preparation

- Make sure you listen to the Jazz chant - CD track 22 - several times and practise it with a helper. Ensure the emphasised syllables have a regular beat when you say it with the class.
- Photocopy Bible Worksheet

Introduction

Tell students that they are going to hear a story about a man who asked to borrow something from a friend.

Show the picture on page 87.

Ask these questions ***What is the man asking to borrow?***
What time do you think it is?
Does the man with the bread look happy or angry?
Why do you think he is angry?

Write students' answers to this last question on the board.

Listening

Tell students ***Listen to the story. Jesus told his friends this story.***
He was teaching them about praying to God.
Listen to see why the man was angry.

Read this story to the class twice.

Then see if students were correct about why the man was angry. (It was the middle of the night, he and his children had gone to bed, the man kept asking him many times and wouldn't go away.)

> A man went to a friend's house in the middle of the night. He said, 'Friend, lend me some bread. A friend has come to visit and I haven't got anything for him to eat.'
>
> The friend answered, 'Go away! I have locked the door and my children and I are in bed. I can't get up to give you anything.'
>
> The friend did not get up because the man was his friend. But he got up and lent the man some bread because the man asked him many times.
>
> Jesus said, 'I tell you to ask and you will receive.'
>
> From Luke 11:5-9a

Reading

Hand out the Bible Worksheet. Students complete question 1.

Answers *locked – a door is shut using a key, get up – to stand up when you have been sitting or lying down*
receive – to get

Give students time to read the Bible story for themselves, then answer question 2.

Students check answers with a partner then as a class.

Answers *aF bT cF dF eT*

Students complete question 3.

Answer *Jesus said, 'I tell you to ask and you will receive.'*

Speaking – Jazz chant.

Divide the class into two groups.
One group is to be Sayid and the other will be his neighbour, Fred.
Tell students to listen to the CD (track 22) or to you and your helper, first.
Play CD track 22.
Make sure you clap or click your fingers where indicated.
Then students repeat after you.
After they have said it twice, change roles and repeat again.

Sayid (Fred's Neighbour)

/ / / /
Knock, knock, **knock**. Are **you** there, **Fred**?

/ / / /
It's your **neigh**bour, **Fred**. I **need** some **bread**.

/ / / /
A **friend** has **come** and he **needs** to be **fed**.

/ / / /
I **have** no **bread**. Please **give** me some **bread**.

/ / / /
The **shops** are **shu**t. It's **mid**night, **Fred**.

/ / / /
I **need** three **loaves**. Please **lend** me some **Fred**.

/ / / /
I'll **bring** bread **back** when I **buy** some **bread**.

Fred (Sayid's Neighbour)

/ / / /
Who's that **kno**cking? I've **gone** to **bed**.

/ / / /
It's the **mid**dle of the **night**, and **I'm** in **bed**.

/ / / /
Well **give** him some **bread**. We're **all** in **bed**.

/ / / /
Go to the **shops** and **buy** some **bread**.

/ / / /
I'm **not** getting **up**. We're **all** in **bed**.

/ / / /
Stop that **kno**cking. I'll **lend** you some **bread**.

/ / / /
Ok**ay**. Ok**ay**. Now I'm **go**ing back to **bed**.

Borrowing and Lending

8

Student Worksheet 1

1 Write the name of the tool under the picture.

torch	hammer	ladder	bucket	nails	spade	paint	paintbrush

a _____

b _____

c _____

d _____

e _____

f _____

g _____

h _____

When we ask 'borrowing' or 'lending' questions, we say…

***Can I** borrow….* ?
***Could I** borrow…* ?
***Would I** be able to borrow…* ?

***Can you** lend me…* ?
***Could you** lend me…* ?
***Would you be able** to lend me ….* ?

2 Complete the questions below.

a Can ___ _____ an umbrella please?

b Can ____ _____ me a pencil please?

c Can you _____ ____ a paintbrush please?

d Could ___ borrow a hammer _____?

e Would I be able to _____ a torch please?

f Can you please _____ ___ a CD ?

g Would ____ be able to _____ me your phone please?

3 With a partner, ask and answer the questions above using the tools in question 1.

IN AUSTRALIA - Did you know…?

Good neighbours – can ask to borrow something they don't have from a neighbour. But they must not ask often.

- must return things they have borrowed, after a short time.
- can say 'No, sorry' if a neighbour asks to borrow something and they need to use it themselves, or they are lending it to someone else or it is precious.

*You and your neighbours should be friends before you ask to borrow something.

Borrowing and Lending

8

Student Worksheet 2

1 Draw lines to match the words with their meanings.

to borrow	to let someone use something that belongs to you
to lend	to not return something you have borrowed
to return	to use something that belongs to someone else
to keep	to give back something you have borrowed

……*fold*……

2 Read the conversation. Write the missing words.

Luke Hi Gina. How are you going?

Gina I'm great thanks. Looks like you've been shopping.

Luke Yep. I had to get some paint for a window I'm fixing… and a box of nails. The only problem is that I need my ladder but I ____ it to Bill next door, last week. He _____ he would return it the next day, but he still hasn't returned it. I think he wants to keep it.

Gina Oh dear. That's not good. I lent Bill a paintbrush a couple of months ago. He didn't return it so I _____ a new one. I _____ him one of my buckets too. You know Peter who lives around the corner, he _____ to Bill's place last week to ask him to return the torch and spade he borrowed. He ____ the spade back but Bill had _____ his torch.

Luke Oh no. I'll have to go and ask him for my ladder then.

Gina Bill isn't a very good neighbour. He _____ me he would return my things, but he hasn't. I'm never going to lend him anything again.

Luke Good idea. By the way, would you be able to lend me your new paintbrush please… and a hammer? I'll return them this afternoon.

Past Tense of Irregular Verbs

Most verbs add –ed when we talk about what happened in the past. These are regular verbs.

e.g. He borrowed my book last week and returned it yesterday.

Some verbs change when something happened in the past. These are irregular verbs:

e.g. We come here every day. We came here yesterday.
She is here now and she was here last week.

3 Write the underlined verbs in the text next to their present tense verbs below.

lend	_____	buy	_____	give	_____	get	_____
say	_____	go	_____	lose	_____	tell	_____

4 Write a short sentence using one of the past tense verbs above.

_____

Borrowing and Lending

Bible Worksheet

8

1 *Match these words with their meanings.*

locked	to stand up when you have been sitting or lying down
get up	to get
receive	a door is shut using a key

Jesus was teaching his friends how to pray to God. He told them this story.

'A man went to a friend's house in the middle of the night.
He said, 'Friend, lend me some bread.
A friend has come to visit and I haven't got anything for him to eat.'
The friend answered, 'Go away! I have locked the door and my children and I are in bed. I can't get up to give you anything.'
The friend did not get up because the man was his friend.
But he got up and lent the man some bread because the man asked him many times.'
Jesus said, 'I tell you to ask and you will receive.'

From Luke 11:5-9

2 *Write T (True) or F (False).*

a A man went to a friend's house in the middle of the day. ____

b The man asked to borrow some bread from his friend. ____

c The friend was happy when the man asked him for some bread. ____

d The friend got up because the man was his friend. ____

e The friend got up and lent the man some bread because he asked many times. ____

3 *Write this sentence correctly.*

Jesus said, 'will I to ask receive tell and you you'

_____.

Borrowing and Lending

Jazz Chant

8

Sayid (Fred's Neighbour)

/ / / /
Knock, knock, **knock**. Are **you** there, **Fred**?

/ / / /
It's your **neigh**bour, **Fred**. I **need** some **bread**.

/ / / /
A **friend** has **come** and he **needs** to be **fed**.

/ / / /
I **have** no **bread**. Please **give** me some **bread**.

/ / / /
The **shops** are **shu**t. It's **mid**night, **Fred**.

/ / / /
I **need** three **loaves**. Please **lend** me some **Fred**.

/ / / /
I'll **bring** bread **back** when I **buy** some **bread**.

Fred (Sayid's Neighbour)

/ / / /
Who's that **kno**cking? I've **gone** to **bed**.

/ / / /
It's the **mid**dle of the **night**, and **I'm** in **bed**.

/ / / /
Well **give** him some **bread**. We're **all** in **bed**.

/ / / /
Go to the **shops** and **buy** some **bread**.

/ / / /
I'm **not** getting **up**. We're **all** in **bed**.

/ / / /
Stop that **kno**cking. I'll **lend** you some **bread**.

/ / / /
Ok**ay**. Ok**ay**. Now I'm **go**ing back to **bed**.

Borrowing and Lending

8

Helping Neighbours

9

Objectives

- To revise borrowing things from and lending things to neighbours.
- To learn functional language – asking neighbours for help and offering neighbours help.
- To practise asking neighbours for help and offering help.
- To practise listening for specific information.

Preparation

- Make **true** and **false** flash cards for each student for Revision from Lesson 8.
- Photocopy student worksheets, preferably Student Worksheet 2 in colour.
  Note that Student Worksheet 3 has two to a page.
- Fold Student Worksheet 2.
- Cut Student Worksheet 3 into halves.
- Photocopy and cut out pictures from page 98 if needed for the Introduction activity.
- CD and CD player.

Method

Revision - from Lesson 8

Give every student two flash cards - one with *true* and one with *false* written on them.
Tell the class that you will say something they learnt in last week's lesson. It might be wrong.
If it is wrong then students hold up the card *false*. If is correct, they hold up the card *true*.
Check understanding by saying ***Today is*** ……. (the day of the week).
Students should hold up the *true* card.
Now say ***You are the teachers and I am the student.***
Students should hold up the *false* card.
Say these statements. Students respond by holding up their *true* or *false* cards.

1. ***You can ask to borrow something from your neighbour.*** (true)
2. ***You should be friends with your neighbour before you ask to borrow something.*** (true)
3. ***You should keep the thing you have borrowed for a long time.*** (false)
4. ***You can ask to borrow your neighbour's car.*** (false – it is a precious thing)
5. ***You should ask your neighbour to borrow things often.*** (false)
6. ***If a neighbour asks to borrow something from you, you can say 'No, sorry.' if you need to use it.*** (true)
7. ***If you want to borrow a ladder from your neighbour you can say, 'Can you borrow me your ladder please?'*** (false)

Introduction

Tell the class that lending your things to neighbours is one way you can help them (see revision activity).

Step 1
Say ***I am going to tell you a short story about when… my neighbour helped me.***
- or - … ***I helped my neighbour.***

Share a short anecdote about a time when you needed help from a neighbour or when you helped a neighbour yourself. Hold up some pictures of vocabulary items students may not know as you tell the story. Make sure you include the phrase *Would you / I be able to*… and *Of course.*

Alternatively, you could tell this story, using the pictures on page 98.
Last Friday my neighbour rang me on the phone (show picture). ***She told me her oven*** (show picture) ***had broken***. ***She had started to prepare a lamb dish*** (show picture) ***for dinner. She had***

visitors (show picture) ***coming to her place in 1 hour. She asked me 'Would I be able to use your oven for half an hour to finish cooking the lamb?' I wasn't using my oven, so I said, 'Of course'.***
She came over and used my oven (show picture)***. She said 'thank you' many times!***
Ask students ***Why did my neighbour need help?*** Tell the story again if necessary.

Step 2
Tell students that we call this ***a problem***. Write this on the board.
To check understanding, ask them for other problems e.g. your car could break down, your child could get sick.

OPTIONAL
In pairs, students talk about a time when they helped a neighbour or when a neighbour helped them.
Ask a few to share about what their problem was and how they helped.

Speaking

Step 1
Hand out Student Worksheet 1, folded. Tell the class that each picture shows a problem.
Talk about the first two pictures together – what is happening and what the problem could be.
Then in pairs, students talk about the other pictures, trying to identify the problem.
Ask pairs to share their thoughts.

Step 2
Students unfold the worksheet.
Match the picture with the problem. Do the first one together.
Students check their answers with a partner then mark as a class.
Answers *1b 2c 3h 4f 5d 6g 7a 8e*

Step 3
Say ***These are some problems that neighbours help each other with.***
In pairs students discuss how neighbours could help them with these things.
Do the first one together. e.g. A neighbour could lend them a torch, or invite them over for dinner.

Step 4
Ask ***What would you say to ask a neighbour to help you?***
(Refer students back to last week if necessary - *Can you..? Could you..? Would you be able to ..?*)
Write suggestions on the board. Make sure you include **Would you be able to ?**

Listening 1

Step 1
Tell students that they are going to listen to a phone call between two neighbours.
One neighbour has a problem.
Write on the board **What is the problem?**

Step 2

Play CD tracks 23 and 24 twice.
Students answer the question on the board.
(Amy has locked her keys in her car and she needs to pick up her son from school.)

Track 23

(RING RING)
M Hello. Myra speaking.
A Hello. This is Amy Lee. I live across the road from you. Is that Mrs Wilson?
M Yes, it is. Hi Amy. Please call me Myra.
A Ok. Are you Emma's mother? My son Victor is in the same class as Emma.
M Yes. Emma often talks about Victor. I think they're friends.

Track 24

A	Myra, I've got a bit of a problem. I'm at Parramatta. I've locked the keys in my car and I'm waiting for the NRMA to come. Would you be able to pick up Victor from school this afternoon please? I'm sorry to bother you.
M	Of course I'll pick him up. Victor can play here with Emma until you come.
A	Thank you so much. I hope the NRMA will come soon.
M	You poor thing. Don't worry about Victor. He'll have fun at our house until you get here.
A	That's great. Thanks again. I will see you soon I hope. Bye.
M	Bye Amy.

To explain the NRMA, show the picture of the NRMA on page 99 or you could show your NRMA Roadside Assistance card. Explain that the NRMA help people with car problems.

Step 3
Hand out Student Worksheet 2, folded.
Read question 1 to students. Play the tracks again as many times as necessary.
Students check their answers with a partner, then mark as a class.
Answers *a Myra b She needs her to pick up Victor from school. c She has locked her keys in the car. d Myra picks up Victor from school.*

Speaking 1 - Practise asking a neighbour for help.

Tell students that they are going to practise saying this conversation soon.

Step 1
First, practice saying these phrases.

I've got a bit of a problem.

I'm sorry to bother you.

Thank you so much.

You poor thing.

That's great. Thanks again.

Say each one twice. Students repeat.
Write each one on the board. Ask students where the stresses are. Indicate these as above.

Step 2
Students unfold Student Worksheet 2.
Play track 24 while students read the conversation.
Students practise saying the conversation in pairs, swapping roles.
Meanwhile, write on the board using these colours...

the problem ask for help how you will help

Step 3
Ask students ***What did Amy say was the problem?*** (Ive locked the keys in my car.)
Write this under the problem.
Ask ***What did Amy say to ask for help?*** (Would you be able to pick up Victor from school?)
Write this under ask for help.
Ask ***What did Myra say she would do to help Amy?*** (Of course. I'll pick him up.)
Write this under how you will help.

Step 4
Students look at Student Worksheet 1 again.
Ask ***What is another problem you could have?*** e.g.The washing machine is broken.
Ask ***What could you say to ask a neighbour for help?*** e.g. Could I use your washing machine to wash my clothes please?
Ask ***What could Myra's neighbour say to help her?*** Of course. When do you want to use it?
Write answers under the coloured heading on the board.

Step 5
Model the conversation with a helper, substituting a new problem, a new way to ask for help and how the neighbour offers to help. Make sure you use your helper's name and say the underlined parts in the text.

Step 6
In pairs, students choose a problem from Student Worksheet 1. Then students practise saying the conversation, with the new problem. Monitor closely and help when required.
Then ask for a pair of students to volunteer saying their conversation to the class. Do not correct any small errors in grammar, but applaud them enthusiastically.

Listening

Step 1
Tell students that now they are going to hear how you can offer to help neighbours when they have a problem. This is another phone conversation between Myra and Amy.
Ask What is the neighbour's problem?
Play CD track 25 twice.
Students answer the question. (She is going away and needs someone to put the garbage bins out and collect the mail.)

NOTE Let the students know that while putting the bins out and collecting the mail are not big problems, it is a good idea to make people think you are at home, so they don't rob your house.

Track 25

(RING RING)
Myra Hi. It's Myra here.
Amy Hi Myra. It's Amy from across the road.
Myra Oh hi Amy. How are you?
Amy Fine thanks Myra. And you?
Myra Not bad thanks. My husband told me you're going away for a week soon. Would you like me to collect the mail and put the garbage bins out for you?
Amy Oh! That's very kind of you. Thanks very much. We go on Friday.
Myra You lucky things. Have a good time.
Amy We will. Thanks so much for your help.
Myra You're welcome. Bye.
Amy Bye Myra.

Step 2
Ask What does Myra say when she offers to help Amy? (Would you like me to…?)
Play the track again if necessary and stop just after this.

Step 3
Hand out Student Worksheet 3 – one half to each student.
Students try completing the text before listening again.
Then play the track again as many times as needed, to complete the text.

-

Speaking 2

Students refer again to the problems on Student Worksheet 1 and practise the phone conversation using one of the problems there. Students can also try to think of different things they could offer to help their neighbours with.
To help, you could write on the board **Would you like me to..? Can I...? Could I…?**

Bible Spot - Luke 10:27-37

Objectives

- To practise reading for gist and specific information.
- To learn that Jesus taught how to be a good neighbour.

Preparation

- Copy the sentences from page 97. Each pair of students needs one set of sentences.
- Get a bible map to show where Samaria, Jerusalem and Jericho are.
- Photocopy Bible Worksheet.

Method

Introduction

Step 1
Tell students that they are going to hear a story Jesus told people about being a good neighbour.
Ask students ***What do you think are the two most important things Jesus taught?***
If they don't know tell them that they both are about love.
Write on the board **1 Love God** and **2 Love your neighbour.**

Step 2
Ask ***How can people love their neighbours?*** (By helping them.)
Tell students that a man asked Jesus, ***Who is my neighbour?***
Tell students that Jesus told a story to answer this question.

Reading

Step 1
Distribute all the sections of the story to each pair of students, copied and cut out from page 97.
Allow students time to read each section. As a class, decide on the first part.
Then in pairs students work out the arrangement of the story.
The pairs that finish first can read each part to their partner. Monitor and check they are correct.

Step 2
Show the Bible map. Ask students to find where Jericho, Jerusalem and Samaria are.

Step 3
Hand out the Bible Worksheet. Students complete question 1 in pairs.
Allow students time to read the text to themselves.
Students complete question 3.
Answers *3 aF bF cF dT eT*

Helping Neighbours

Student Worksheet 1

9

a

b

c

d

e

f

g

h

.....*fold*.....

Write the letter of the picture next to the problem.

1 going on a holiday and a pet is at home ___

2 stuck in traffic ___

3 a sick child ___

4 keys locked in a car ___

5 a sleeping baby and school pick up time ___

6 a broken down car ___

7 no power ___

8 a broken washing machine ___

-

Helping Neighbours

Student Worksheet 2

9

1 *Underline the correct answer.*

a What is Mrs Wilson's first name ? Amy or Myra.

b Why is Amy calling Myra? She needs her to pick up Victor from school
or She needs to take her son to the doctor.

c Why is Amy waiting for the NRMA? Her car has broken down
or She has locked her keys in the car.

d How does Myra help Amy? Myra picks up Victor from school
or Myra cooks dinner for Amy.

…….....…*fold*…….....……

2 *Amy has a problem. She calls her neighbour Myra to ask for her help.*

3 *Practise saying this conversation with a partner.*

Amy	Myra, I've got a bit of a problem. I'm at Parramatta.
	I've locked the keys in my car and I'm waiting for the NRMA to come.
	Would you be able to pick up Victor from school this afternoon please?
	I'm sorry to bother you.
Myra	Of course I'll pick him up. Victor can play here with Emma until you come.
Amy	Thank you so much. I hope the NRMA will come soon.
Myra	You poor thing. Don't worry about Victor.
	He'll have fun at our house until you get here.
Amy	That's great. Thanks again. I will see you soon I hope. Bye.
Myra	Bye Amy.

4 *In pairs, practise saying a different problem.*
Ask your partner to help you.
Your partner says how he / she will help.

Helping Neighbours

Student Worksheet 3

9

1 *Listen to the conversation. Complete the missing words.*

Myra Hi. It's Myra here.

Amy Hi Myra. It's Amy from_____ the road.

Myra Oh hi Amy. How are you?

Amy Fine thanks Myra. _____ you?

Myra Not bad thanks. My husband told me you're _____ _____for a week soon. Would you like me to _____ ___ _____ and ____ ____ _____ _____ ____ for you?

Amy Oh! That's very _____ of you. Thanks very much. We go on Friday.

Myra You _____ things. Have a good time.

Amy We will. Thanks so much for your _____ .

Myra You're welcome. Bye.

Amy Bye Amy.

✂.....

1 *Listen to the conversation. Complete the missing words.*

Myra Hi. It's Myra here.

Amy Hi Myra. It's Amy from_____ the road.

Myra Oh hi Amy. How are you?

Amy Fine thanks Myra. _____ you?

Myra Not bad thanks. My husband told me you're _____ _____ for a week soon. Would you like me to _____ ___ _____ and ____ ____ _____ _____ ____ for you?

Amy Oh! That's very _____ of you. Thanks very much. We go on Friday.

Myra You _____ things. Have a good time.

Amy We will. Thanks so much for your _____ .

Myra You're welcome. Bye.

Amy Bye Amy.

-

Helping Neighbours

Bible Worksheet

9

1 Write the words under their picture.

a robber | to attack | beaten up | a priest | a temple | an inn | a donkey

_____ _____ _____ _____ _____ _____ _____

2 Read the text and underline the words above.

Jesus taught the people 'Love God and Love your neighbour.'
A Jewish teacher asked Jesus, 'Who is my neighbour?'
To answer this question, Jesus told the people this story.

A man was walking from Jerusalem to Jericho.
Some robbers attacked him. They took his bags and money.
They beat him up and left him beside the road. He was almost dead.

Soon, a Jewish priest walked along the road. He saw the man but he walked on the other side of the road. The priest did not help him
Then a Jewish temple helper walked along the road. He saw the man but he walked on the other side of the road too.

Then a man from Samaria walked along the road. He saw the man and he helped the poor man. The man from Samaria put the beaten up man on his donkey and took him to an inn. He looked after the man there.

Then Jesus asked 'Which man was a good neighbour to the beaten up man?'
The Jewish teacher said 'the man who was kind.'
Jesus said, 'You be kind too.'

From Luke 10:27-37

3 Write T (True) or F (False).

a Jesus taught love your neighbour and love yourself. ___

b Robbers took the man's coat and bags. ___

c A Jewish priest helped the man. ___

d A man from Samaria helped the man. ___

e A good neighbour is kind to people who need help. ___

Helping Neighbours

9

A man was walking from Jerusalem to Jericho.
Some robbers attacked him. They took his bags and money.

They beat him up and left him beside the road.
He was almost dead.

Soon, a Jewish priest walked along the road. He saw the man
but he walked on the other side of the road.

The priest did not help him.

Then a Jewish temple helper walked along the road. He saw
the man but he walked on the other side of the road too.

Then a man from Samaria walked along the road.
He saw the man and he helped the poor man.

The man from Samaria put the beaten up man on
his donkey and took him to an inn.

He looked after the man there.

-

Helping Neighbours

9

Helping Neighbours

9

Farewelling Neighbours

10

Objectives

- To learn vocabulary for saying 'goodbye'.
- To understand the register of different 'goodbye' words and practise using them appropriately.
- To practise 'goodbye' vocabulary in different situations.
- To practise saying 'goodbye' using a vanishing dictation.

Preparation

- Bring blu tack.
- For the optional Introduction activity – bring an iPad or laptop with the Song 'So long, Farewell' from *The Sound of Music* primed, ready to show.
  (See *YouTube* or *https://www.youtube.com/watch?v=Qy9_IfjQopU*)
- Write Conversation 1 in the Listening Activity on the board, but keep it hidden.
- Photocopy the student worksheets.
- CD and CD player.

Method

Revision - from Lesson 9

Step 1

Write on the board **Would you be able to ….?**
and **Would you like me to…?**

Tell students that last week they learnt about asking a neighbour for help and offering to help a neighbour. Ask ***Which question is asking for help?***

Step 2

Ask students to suggest some things they could ask a neighbour to help them with.
e.g Putting the garbage bins out and bringing them in.
Picking up a child from school.
Write suggestions on the board.
Ask ***Are these things you could offer to help a neighbour with too?***
What could you say to offer to help a neighbour?
(Point to the second question on the board if necessary.)

Step 3

In pairs students revise asking for help and offering to help, using the suggestions on the board.

Introduction

OPTION 1

Write on the board the words - **auf wiedersehen, adieu and au revoir.**
Ask students if they know what these words mean and what language they are. (If they don't know, don't tell them yet.)
auf wiedersehen – goodbye, see you later (German)
adieu –goodbye, farewell, used when not expecting to see someone again / for a long time (French)
au revoir – goodbye, used when expecting to see someone again shortly. (French)

Tell students that they are going to see a part of a famous movie called *The Sound of Music.* Tell them it is about a family in Austria at the beginning of the Second World War. They will hear the words on the board.

Play the YouTube clip from *The Sound of Music - So long, Farewell.*
Elicit from students English words they heard that have the same meaning as the words on theboard. (Play the clip again if necessary.)
Add these words to the board. **so long** **farewell** **goodbye**

OPTION 2
Give each student an A5 size piece of paper.
Ask students to write in their own language the word/s for 'goodbye'.
Ask each student to show their word/s and say them to the class.
Students bring their words to the white board and stick them around the edge of the board.

Language

Step 1
Draw attention to any different words students wrote for 'goodbye', that are in the same language.
Tell students that in English we have different words to say goodbye.
Elicit as many as you can from the students and write them on one half of the board. **bye, catch you later, see you later, see you soon, see you sometime soon, see ya. (**Rub off *auf wiedersehen, adieu* and *au revoir.*)
Say each one with students repeating for correct pronunciation.

Step 2
Underline *later* and *soon* in the words on the board.
Explain that See you later / soon just means 'goodbye'. It does not mean that you will see the person again. It means that you *hope* or *want* to see the person again but you may not.

Step 3
Hand out Student Worksheet 1.
Tell students that these are some things people say just before they say 'goodbye'.
Say each phrase with students repeating for correct pronunciation.
Students complete question 1 by writing any of the 'goodbye' words on the board in the spaces.
NOTE - The exception here is **farewell**. Put brackets around this word or move it to a different part of the board. Explain that this is not usually said. But it is often written in a card.

Speaking 1

Step 1
Students then say their completed answers in question 1 to a partner, taking turns.

Step 2
Explain that when we say 'goodbye' we often say the person's name at the end.
e.g. ***Have a good one. See ya James.*** or ***Have a good one James. See ya.***
Each student in turn reads out one they have written, adding the name of a student on the end.
Then that student says one with the name of another student on the end.
Continue until all students have had a go.
Correct any pronunciation errors.

Language - register

Step 1
Tell students that the words we use to say *hello* and *goodbye* are sometimes formal and sometimes casual.
Write on the other half of the board **casual**

(Leave a space here.)
-
and **formal**.

Step 2

Put on a bow tie and a suit jacket or a smart hat, lipstick and pearls.

Say ***Good afternoon ladies and gentlemen. It gives me great pleasure to welcome you to our English class.***

Then, take these off and put on thongs and wear a cap backwards.

Say ***G'day everyone. Good to see you all. How are ya goin?***

Ask students to tell you which one is *formal* and which one is *casual*.

Tell students that it is the same when talking to neighbours and it is the same when saying goodbye.

Step 3

Ask students to tell you which of the goodbye words on the board are casual. (See ya, Catch you later) Write these next to casual.

Ask students which one is formal. (Goodbye) Write this next to formal.

Then write **bye, see you later, see you soon, see you sometime soon,** in the space between casual and formal.

Step 4

Ask students if they think young people say *casual* words or *formal* words.

(casual – usually, even when speaking to older people)

Ask ***What about older people?*** (formal - usually, even when speaking to young people)

Explain that sometimes young people will change to more formal language if they are talking to someone important, someone they don't know well or someone they respect. Ask students to give you examples of this. e.g. a lecturer at university, school principal, their boss at work, a grandparent, a new neighbour.

Step 5

Students complete question 2 on their worksheet.

Answers *a, b - various*
e – various, but not Goodbye
c & d - various but not See ya or Catch ya later
f - Goodbye or Bye

Listening - Saying goodbye in different situations.

Step 1

Tell students that they will soon listen to four conversations between neighbours saying goodbye.

First address vocabulary.

Elicit from students *city, soup, safely, future, to keep an eye on*..

You can do this by…

- Say ***Sydney is a*** _____. ***Beijing is a*** _____. (city)
- Mime eating soup using a bowl and spoon. Say ***I am eating*** _____. (soup)
- Say ***This is the opposite of dangerously. When I wear a seat belt, I am driving*** _____. Write **s**_____ on the board. (safely)
- Draw a time line. Write in the middle **now / present** and at the left **past**. Ask ***What do I write here?*** (future)
- Write **to keep an eye on** …. on the board. Explain that this means watching someone or something – not always but lots. Give examples e.g. ***I keep an eye on the time when I teach you, I keep an eye on my grandson when he is here.***

Step 2

Tell students to listen to the CD. There are 4 conversations.

Ask ***Which one is a neighbour leaving the neighbourhood, moving house - 1, 2, 3 or 4?*** (2)

Play CD track 26 twice.

Read question 3 to the students.
Play the CD again as many times as necessary.
Students check their answers with a partner then mark as a class.

Answers
1 A woman is going out for the day. Her neighbour will see her again soon.
2 A woman is moving house. Her neighbours probably won't see her again.
3 A man is going away for 3 weeks. His neighbour will see him again in 3 weeks.
4 A woman is going into hospital for an operation. She will be away for about 1 week.

Track 26

1 K I'm going into the city to meet a friend.
M Oh. That sounds nice. Enjoy your day.
K Yep. You too. Have a good one.
M Thanks. Catch you later Kylie.

2 R You've been a great neighbour. I'll never forget when you made my family some soup when we were all sick. We're going to miss you.
M Thanks Ryan. We'll miss you too. I'd better run. There's a lot to do.
R Of course. Travel safely and I wish you all the best for the future.
M Thank you. Good bye.
R Bye Mary.

3 S Don't worry about anything. I'll keep an eye on the house. Have a great time.
T Thanks. We will. We'll see you when we get back.
S Yep. See you later.
T See ya Steve.

4 D I hope it all goes well.
B Yeah, Me too. I should be back home in a week.
D Well, good luck. I'm sure you'll be feeling much better soon.
B I hope so Daniel. See you sometime soon.
D Yep. See ya.

Step 3
Hand out Student Worksheet 2 with the conversations on them.
Ask students to see if they can fill in the missing words. Then check their answers with a partner.
Play the track again for students to check their answers.

Speaking – Vanishing dictation

Step 1
Show the conversation you have written on the board.

Kylie I'm going into the city to meet a friend.
Mark Oh. That sounds nice. Enjoy your day.
Kylie Yep. You too. Have a good one.
Mark Thanks. Catch you later Kylie.

Model this with a helper or by saying each part yourselves. Students repeat each line after you.
Divide the class in half, with one half reading one part and the other half reading the other part.
Then swap.
Then, in pairs students practise saying the conversation.

Step 2
Now begin to remove the words on the board. Students need to remember the conversation without the words to read. (Make sure they have their worksheet turned over so they can't use that.)

Start by removing 3 words. The class says the whole conversation together.
If correct, remove 3 more words. Again, the whole class says the conversation.
If correct, remove 3 more words etc. until there are no words on the board.
If the class can remember it entirely, divide the class in half again for each half to say the parts by heart. Then swap parts.

Step 3
Now see if students can say the whole thing in pairs by memory.
Ask for volunteer pairs to come and say the conversation in front of the class.
Applaud them enthusiastically!

Bible Spot - 2 Kings 2

Objectives

- To practise fluency in speaking.
- To practise reading for specific information.
- To learn that God gave his power to Elisha.

Preparation

- Photocopy Bible Worksheet.

Method

Introduction

Step 1
Have written on the board **1 someone you left**
2 how you left
3 where you went
Tell students about a time when you left a place you lived in. Include the things on the board.
e.g. *I left Wellington, New Zealand in 1979. I left my cat and my grandparents.*
I left by plane.
I went to live in Sydney.

In pairs, students talk to each other about when they left a place they lived in, including the things on the board. (They may not have left anyone.)

Step 2
Show the picture of the Bible Story on page 109 to the class.
Ask students to tell you what they see. Address the vocabulary: fiery horses, a flaming chariot.

Method

Step 1
Tell students that the Bible tells us about two men who were good friends.
One of the friends was leaving soon.
When they said goodbye, they knew they would not see each other again.
Some strange things happened when one of the men left.
Say ***One man was called Elijah. The other one was called Elisha.***
Emphasise the 'j' and the 'sh' in the names.

Step 2
Hand out the Bible Worksheet on page 108.
Ask ***Where did Elijah go?***
Give students a few minutes to read the passage.

Elijah was a prophet of the Lord. The power of God was with him.
Elisha was Elijah's student.
Elijah taught Elisha about being a prophet of the Lord.

One day Elijah and Elisha were walking and talking beside the Jordan River.
Fifty prophets followed them.
Suddenly, a flaming chariot with fiery horses came from heaven.
Then a strong wind came and took Elijah away to heaven.
Elisha was left alone. He was very sad.

Elijah's coat was left on the ground. Elisha picked it up.
He walked to the river. Elisha hit the water with Elijah's coat.
The water moved away. There was a dry path for Elisha to walk across the river.
The fifty prophets saw that now Elisha had the power of God too.

From 2 Kings 2

Step 3
Students complete the questions at the bottom of the worksheet.

Answers *1a Elisha b by flaming chariot c to heaven*
2a Elijah taught Elisha about being a prophet of the Lord.
b A flaming chariot with fiery horses came from heaven.
c Then a strong wind came and took Elijah away.
d Elisha hit the water with Elijah's coat.
e The 50 prophets saw that now Elisha had the power of God too.

Farewelling students

Tell the students that when you count '1, 2, 3' they are to say together 'Goodbye' in their own language. Then tell them to choose one of the words/phrases for 'Goodbye' in English they have learned and to say that together, after '1, 2, 3'. Wave goodbye to them.

OPTIONAL - You could teach *'See you later alligator' 'In a while crocodile.'*

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Farewelling Neighbours

10

Student Worksheet 1

1 People might say these things before they go. Write 'goodbye' words in the spaces.

a I must go. _____

b I'd better fly. _____

c Have a good day . _____

d Have a good one. _____

e I won't keep you. _____

f Enjoy your day. _____

g I'd better run. _____

h I'd better go. _____

2 Write an example of the 'goodbye' words these people would use.

a A grandmother saying goodbye to her grandchild. _____

b A teenager saying goodbye to his mother. _____

c A young woman saying goodbye to her new boss. _____

d A 60 year old man saying goodbye to his young neighbour. _____

e A teenager saying goodbye to a friend. _____

f A child saying goodbye to a friend of their father. _____

3 Read the information below about people saying goodbye to their neighbours.
Listen to the CD. Write the number of each matching conversation.

☐ A woman is moving house. Her neighbours probably won't see her again.

☐ A woman is going out for the day. Her neighbour will see her again soon.

☐ A woman is going into hospital for an operation. Her neighbour will see her again in about 1 week.

☐ A woman is going away for 3 weeks. Her neighbour will see her again in 3 weeks.

Farewelling Neighbours

Student Worksheet 2

10

Write in the missing words.

Listen to the CD to check your answers.

1 Kylie I'm going into the city to meet a friend.

Mark Oh. That sounds nice. Enjoy your day.

Kylie Yep. You too. Have a _____ one.

Mark Thanks. Catch you _____ Kylie.

2 Ryan You've been a great neighbour.

I'll never forget when you made my family some _____ when we were all sick.

We're going to miss you.

Mary Thanks Ryan. We'll miss you too. I'd _____ run. There's a lot to do.

Ryan Of course. Travel safely and I wish you all the best for the future.

Mary Thank you. _____ bye.

Ryan Bye Mary.

3 Steve Don't worry about anything. I'll keep an ____ ___ the house.

Have a great time.

Trish Thanks. We will. We'll see you when we get back.

Steve Yep. ____ you later.

Trish See ya Steve.

4 Daniel I hope it all goes well.

Bev Yeah, me too. I should be back home in a week.

Daniel Well, good luck. I'm sure you'll be feeling much better soon.

Bev I hope so Daniel. See you _____ soon.

Daniel Yep. See ___.

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Farewelling Neighbours

Bible Worksheet

10

Elijah was a prophet of the Lord. The power of God was with him.
Elisha was Elijah's student.
Elijah taught Elisha about being a prophet of the Lord.

One day Elijah and Elisha were walking and talking beside the Jordan River.
Fifty prophets followed them.
Suddenly, a flaming chariot with fiery horses came from heaven.
Then a strong wind came and took Elijah away to heaven.
Elisha was left alone. He was very sad.

Elijah's coat was left on the ground. Elisha picked it up.
He walked to the river. Elisha hit the water with Elijah's coat.
The water moved away. There was a dry path for Elisha to walk across the river.
The fifty prophets saw that now Elisha had the power of God too.

From 2 Kings 2

1 Circle the correct answer.

a Who did Elijah leave?	his mother	or	Elisha
b How did Elijah leave?	by car	or	by flaming chariot
c Where did Elijah go?	to heaven	or	to Israel

2 Match the two parts of the sentences.

a Elijah taught Elisha about	took Elijah away.
b A flaming chariot with	being a prophet of the Lord.
c Then a strong wind came and	Elijah's coat.
d Elisha hit the water with	had the power of God too.
e The fifty prophets saw that now Elisha	fiery horses came from heaven.

NEIGHBOUR TALK

Lesson 1	*Greeting New Neighbours*	*Tracks 1 – 4*
Lesson 2	*Our Suburb*	*Tracks 5 - 6*
Lesson 3	*People and Services in Your Street*	*Tracks 7 - 8*
Lesson 4	*A Barbecue with Neighbours*	*Tracks 9 -13*
Lesson 5	*Neighbours' Children*	*Tracks 14-16*
Lesson 6	*Birthday Parties with Neighbours*	*Tracks 17-18*
Lesson 7	*Problems with Neighbours*	*Tracks 19-20*
Lesson 8	*Borrowing and Lending*	*Tracks 21-22*
Lesson 9	*Helping Neighbours*	*Tracks 23-25*
Lesson 10	*Farewelling Neighbours*	*Track 26*