



## ABSTRACT

This work analyzes the life of televangelist preacher Jimmy Swaggart, considered by many people “a wolf in a sheep’s clothing” for his personal experiences. It gives us a guideline to present and teach vocabulary about moral values.

In Chapter one, we want to clarify some important concepts about Jimmy Swaggart’s congregation, such as televangelism. We also present some important facts about the history of televangelism in American culture and the history of the media; it is a good idea to mention something about the social and structural origins of televangelism; in this Chapter we also make a brief summary of some controversies about televangelism which had a great impact on American people’s lives.

Chapter two of our work is about the most remarkable events in Jimmy Swaggart’s biography, such as family and marriage and his beginnings as a pastor in televangelism; the controversies, scandals and criticism he got involved in are also treated. Other points of this part let to know the first Swaggart’s scandal and his confession of his sin in 1988; and his third and final scandal in 1991.

In the third and final Chapter, we identify the five Moral Values which we are going to present our students; some strategies which we are going to use with each one of the four skills based on Jimmy Swaggart’s history life; finally, we present the development of the chosen strategies involving the four skills.

**Key Words: Televangelism, Jimmy Swaggart, Moral Values, Vocabulary, Activities.**



## CONTENTS

|  | Page      |
|--|-----------|
| <b>INTRODUCTION .....</b>  | <b>9</b>  |
| <b>CHAPTER I</b>   |           |
| <b>TELEVANGELISM .....</b>   | <b>10</b> |
| <b>1.1 Definition of televangelism .....</b>   | <b>10</b> |
| <b>1.2 A Short history of televangelism .....</b>  | <b>11</b> |
| 1.2.1 History of the media .....   | 13        |
| 1.2.2 Social and structural origins of televangelism .....                                     | 14        |
| <b>1.3 Controversies about televangelism .....</b>   | <b>16</b> |
| <b>CHAPTER II</b>  |           |
| <b>A BRIEF BIOGRAPHY OF JIMMY SWAGGART .....</b>   | <b>19</b> |
| 2.1 Family and marriage .....  | 19        |
| 2.2 The beginnings as a pastor .....   | 20        |
| 2.3 Controversies, scandals, and criticism .....   | 21        |
| 2.3.1 First Swaggart's scandal in 1988 .....   | 22        |
| 2.3.2 Jimmy Swaggart confessed his sin 1988 .....  | 24        |
| 2.3.3 Third Swaggart's scandal in 1991 .....   | 21        |
| <b>CHAPTER III</b>   |           |
| <b>TEACHING VOCABULARY ABOUT MORAL VALUES BASED ON A<br/>REAL-LIFE STORY .....</b>             | <b>27</b> |
| 3.1 Identifying some moral values .....  | 28        |
| 3.2 Strategies to be used with each of the four skills<br>based on Jimmy Swaggart's life ..... | 34        |
| 3.3 Developing the chosen strategies involving<br>the four skills .....                        | 34        |



|  |           |
|--|-----------|
| <b>CONCLUSIONS AND RECOMMENDATIONS .....</b> | <b>56</b> |
| <b>ANNEXES .....</b>                         | <b>57</b> |
| <b>BIBLIOGRAPHY .....</b>                    | <b>67</b> |



**UNIVERSIDAD DE CUENCA**

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUA Y LITERATURA INGLESA**

***TELEVANGELISM: JIMMY SWAGGART: “A WOLF IN A SHEEP’S  
CLOTHING: A STRATEGY TO TEACH VOCABULARY ABOUT  
MORAL VALUES FOR TEENAGERS AGED 16 TO 18”***

**TRABAJO DE INVESTIGACIÓN PREVIO A LA  
OBTENCIÓN DEL TÍTULO DE LICENCIADAS EN  
CIENCIAS DE LA EDUCACIÓN, EN LA  
ESPECIALIDAD DE LENGUA Y LITERATURA  
INGLESA.**

**AUTORAS:**

**MARÍA JOSÉ ARÉVALO SARMIENTO  
ROSA LEONELA CUESTA PESÁNTEZ**

**TUTOR:**

**MST. RAFAEL ARGUDO VICUÑA**

**Cuenca - Ecuador**

**2011**



All the contents of this thesis are the authors' exclusive responsibility.

María José Arévalo

Leonela Cuesta



## ACKNOWLEDGEMENTS

We sincerely express our appreciation and thanks to all the Professors who helped us increase our knowledge during the time we spent at the University of Cuenca. We can now say we are better facilitators of our students' learning process of the English language. We would also like to thank Professor Rafael Argudo Vicuña for his guidance in the process of making this work from the beginning to the end. He provided us with advice, motivation, insightful criticisms, and patient encouragement, which aided us in the writing of this thesis.

María José - Leonela



## DEDICATION

This work is dedicated to my husband, Diego Paredes, who has always backed me up, no matter how dubious my decisions might be. He always gives me warm encouragement and love in every situation. Also, my thesis is dedicated to my two daughters, Doménica and Jazmin; without them I would have never finished this work because they gave me the strength I needed to become a professional and try to give my kids a better life.

*María José*

This work is dedicated to God because without His blowing of life I would be a senseless person, with no thoughts or feelings. I also want to dedicate this thesis to my mother, my sisters, and my brother because they have always encouraged and helped me to do everything which may contribute to my personal education. I dedicate this work to my boyfriend for every single help which I received during the time I spent at the university. Finally, I dedicate it to my dear and unforgettable teachers who have helped me become a better person and have shared with me their knowledge of this great but not easy language -English.

*Leonela*



*Al presentar esta monografía como uno de los requisitos previos para la obtención del título de Licenciadas en Ciencias de la Educación mención: Inglés, por la Universidad de Cuenca, autorizamos al Centro de Información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.*

María José Arévalo Sarmiento

Leonela Cuesta Pesántez

Cuenca, Noviembre del 2011





## INTRODUCTION

We teachers are always demanding ourselves to develop activities we can use in our classrooms in order to help our students get better vocabulary learning; our teaching experience tells us that good learning of a foreign language is not successfully achieved if students do not have an adequate comprehension of its vocabulary.

Based on real-life stories we present some vocabulary exercises on moral values in order to improve and add to the students' knowledge of the English language. Teachers should not only teach a certain grammar point, but they should try to increase and feed the students' formation as human beings.

The contents of the first two chapters of this work are basically a summary of what we have found in books and web-site references while we were doing some research on the topic of televangelism and the lives of important and popular televangelists.

There are a lot of activities or exercises to be developed in an English classroom; however, not all of them are always adequate for students, so we have to take into account both the positive and negative factors and choose the adequate classroom activities. Teachers should try to create a favorable teaching environment so that students may learn more readily.

## CHAPTER I

### TELEVANGELISM



Televangelism uses the television to communicate Christian's faith.

#### 1.1 DEFINITION OF TELEVANGELISM

Televangelism is a word used to describe a new form of religious broadcasting combining television and evangelism. Televangelism is also referred to as "the electric church" by religious broadcasters, especially Ben Armstrong (*The Electric Church*, Nelson 1979), or "the electronic church" by mainline Christian critics. As described by Armstrong, he terms "*electric church* encompasses all religious broadcasters with an evangelical Christian message, including radio and television programming". *Electronic church* was used derogatively to describe members of the clergy who went on the air to raise money for their own use instead of emphasizing on spiritual messages in the traditional denominational sense. The term *televangelism* gained well-known usage when scandals involving several of its most prominent personalities turned mass media attention on television evangelists (televangelists) and their multimillion-dollar organizations. In universal usage, *televangelism* refers to evangelical religious television programming that depends upon viewers for direct financial support.



Televangelists are independent, commercial evangelists who use television marketing to build their ministries. In general, three beliefs are shared by these evangelicals: biblical inerrancy, getting of the Holy Spirit, and personal born-again redemption. The specific form and content of televangelists' ministries, however, are grounded in their own personal interpretation of their calling.

## **1.2 A SHORT HISTORY OF TELEVANGELISM**

The occurrence really took off in the late 70s/early 80s, when preachers were on TV all the time demanding direct links with God, the ability to lay on hands, and even the ability to prophesy. Religion is uncommon in American television. It does appear, however, through two primary avenues. First, consistent with traditions developed in the radio era; there have been a variety of religious programs on the air. Second, there are occasions when religion has appeared in general entertainment program offerings.

By permitting televangelists to reach new audiences as well as committed believers, broadcasting has provided evangelists with a means of building large and widespread followings. As a result, religious broadcasters have continually taken advantage of new broadcast technologies, from local radio programs in the early 1920s to 24-hour cable television networks by the late 1970s. The use of television by evangelists as a medium for expressing their views proved to be an especially influential development during the last quarter of the twentieth century, as conflicts between religious conservatives and mainstream popular culture grew. In this context, the term "televangelism" became widely adopted to describe the use of broadcasting to promote not only evangelical Christian beliefs, but also a wide range of social and political views espoused by Christian fundamentalists.

The roots of contemporary televangelism can be traced to the 1950s, when evangelists such as Billy Graham, Rex Humbard, and Oral Roberts



started to use television programs to spread their conservative Protestant beliefs. Most early examples of televangelism adopted a traditional format, concentrating on sermons, church services, and revival meetings, and operated on fairly small budgets.

Early televangelist programming was also generally restricted to Sunday mornings, and was usually broadcast over a small number of stations covering a limited geographical area. Over time, however, technological changes and increasing resources allowed televangelists to reach much larger audiences. The advent of videotape, for example, provided an inexpensive and flexible means of distributing programs, so that they did not have to be broadcast live or recorded on expensive motion picture film. And the proliferation of television stations during the 1950s and 1960s provided a broader variety of outlets for televangelism, as did the subsequent expansion of cable television.

On the other hand, many of the ones who claimed these mystic powers turned out to be frauds, and even many of the ones who did not were found to be utter hypocrites who engaged in the very sin they told their watchers to avoid. Jimmy Swaggart and Jim Bakker were among the worst of the latter group.

In addition, televangelists are avaricious preachers who love bright lights, TV cameras and huge congregations that they never have to meet personally unless, of course, that person is rich and powerful. They often complain of the unholiness of liberals while convincing poor people to send in their life savings in the hopes of gaining eternal salvation. They incline to avoid the unwashed rank-and-file unless they can profit monetarily from the meeting. They want everybody to be a good Christian, which is a word that means "Christ-like"; even though Jesus never wore a Rolex or a \$2500 suit, nor did He live in a 10,000-plus square foot estate on the beach, all paid for by contributions from gullible faithful people who believe that every Bible-thumping sociopath preacher is their "Get Out of Hell Free" Card as honest and God-fearing as they are.



### 1.2.1 HISTORY OF THE MEDIA

The initial radio evangelists motivated on saving souls. With the addition of television as a means of delivery, the emphasis and interpretations of individual callings were modified due to the need to develop financial and audience support. In general, appeals to individuals to become Christians ("born again" experiences), to reinforce Christian lifestyles, and to join in support of a particular evangelist's ministry have marked all televangelists. Individual programs showed a wide range of formats, from televised preaching to talk shows. Within these various formats, the televangelists' messages ranged from inspirational with little theology to overtly socio-political.

Television as a mass media tool was introduced in the 1950s and, along with other electronic media, was used for evangelism and constituency building. By the 1980s, there were 1,370 religious radio stations and more than 220 religious television stations. Three Christian networks broadcast 24 hours a day to nationwide audiences. The Golden Age of televangelism, from approximately 1980 to 1987, brought religious broadcasting to national attention. During this period, Nielson and Arbitron rating services measured audience size. According to the results of the rating services, Oral Roberts lost the number one position to Robert Schuller (the *Hour of Power*) and Jimmy Swaggart's Ministries, who vied for the top rating. There were eight individual teleministries that began developing stable and large audiences and built complex organizations that became both part of the ministry and a rationale for viewer financial support. These organizations reflected different interests; however, the major televangelists had educational components, many of which continue to operate: Oral Roberts University, Liberty University, Jimmy Swaggart Bible College, and Regent University (formerly Christian Broadcasting Network University). These educational projects varied with the interests and the finances of the evangelist.



### 1.2.2 SOCIAL AND STRUCTURAL ORIGINS OF TELEVANGELISM

Televangelism is a hybrid institution derived from urban revivalism and television. Urban revivalism assumes that the clergy influence an individual's choice of salvation, which previously rested only with God, and is responsible for the establishment of a message suitable for mass consumption. Both the high cost of paid airtime and the newly acquired ability of broadcasters to sell public service time determined religious broadcasting's organizational structure, contributed to its prevalence, and stimulated its popularity. The true impact of urban revivalism on religious practice can best be seen in an examination of the legacies of three great urban revivalists: Charles Grandison Finney, Dwight Moody, and Billy Sunday.

Charles Finney (1792-1875) articulated the ethos of urban revivalism upon which contemporary televangelism is based. Finney's 1860 *Lectures, On Revivals of Religion*, explained to the clergy how to conduct revivals or, given the primary calling of the revivalists, how to win souls. Part of Finney's legacy was his preaching style, which relied on a sales strategy and the use of plain talk to appeal to audiences. Finney embedded biblical literalism into the revivalists' preaching style, a tradition that continues today among the evangelical-fundamentalist preachers. Finney favored the direct biblical words rather than sophisticated theological doctrines, just as he favored the grammar and rhetoric of plain people. *Lectures* provided the ideological justification for making revivalism a planned event instead of a mystical, spirit-filled happening. Furthermore, Finney exhorted ministers to use "any means" to produce powerful excitement and to play an active role as an agent of God.

Under Finney's tutelage, the work and social relationships of the revivalist preacher were changed, as the preacher functioned as gatekeeper in the heavenly hierarchy. He became God's subcontractor, his tools being the Bible, a hymnal, and unique techniques to excite religious fervor. When Oral Roberts "speaks to God" and urges his viewers to contact him so that he can pray for them, for example, he is following Finney's precepts for being the



"wise minister" whose special task is to kindle interest and enthusiasm for Jesus among sinners.

Whereas Finney profoundly altered the ethos, preaching style, and content of revivalism, Dwight Moody (1837-1899) rationalized and routinized the organization of revivalism and some of its rituals about 30 years later. Overall, Moody's major contribution to urban revivalism was to introduce a business like organizational structure into the religious realm and to institute managerial techniques to improve the operation and effectiveness of revivals. Moody also contributed to the social milieu of revivalism through the creation of an infrastructure for Bible schools and institutes. These schools, in particular the Moody Bible Institute in Chicago, continue to educate and train students to carry on the work of Moody and other revivalists. When fundamentalism evolved as a social movement, some of these Bible schools became part of that movement. These Christian schools are major building blocks for many televangelists (Oral Roberts, Pat Robertson, and Jerry Falwell in particular). They also serve as successful vehicles for fund-raising.

Billy Sunday (1862-1935) characterized himself as a "businessman for the Lord." According to Weisberger (1958) and McLoughlin (1955), Sunday transformed urban revivals into "professional amusements" by his showmanship and commercialism and played down much of the religious connotation associated with revival meetings. In his emphasis on large-scale entertainment and his streamlining of Moody's churches, schools, and missions into one single-minded revivalist corporation, Sunday developed urban revivalism into an ideal organizational structure for entering into the business of broadcast programming at the dawn of radio and television (Frankl 1984).

### 1.3 CONTROVERSIES ABOUT TELEVANGELISM



SEX, POWER, MONEY. All in the name of God.

The religion of televangelism most of the time depends on televangelists, who are the subject of considerable controversy because they do not follow rules and regulations that deem them as a valid religious or charitable non-profit organization. Both their methods and theology have received widespread criticism from both church and secular sources. Many televangelists are featured on discernment websites run by Christians that are concerned about what they see as departures from sound Christian faith. The following are amongst the issues that have been raised:

- **Lack of accountability:** Many televangelists exist outside of established churches. They have little or no oversight from denominational structures and many are accountable to no-one. In cases where their ministry is run by a board of directors, this is frequently made up of family members and other people who will not challenge the televangelist. Other televangelists, however, are members of the Evangelical Council for Financial Accountability, an independent organization which promotes high financial standards amongst Christian ministries.





- **Supernatural theology:** Many televangelists hold charismatic or Pentecostal viewpoints, believing in spiritual gifts, divine healing, and other miracles. These subjects remain controversial within Christian thinking. In some instances, claims of miracles have been shown to be fraudulent.
- **Flamboyant lifestyles:** Some televangelists have accumulated significant personal wealth from their ministries and own large properties, luxury cars, and even private jets. This is seen by critics to be contradictory to Christian principles. There is also frequent confusion between personal and ministry assets.
- **Financial emphasis:** Televangelism requires substantial amounts of money to produce programs and purchase airtime on cable and satellite networks. Televangelists devote much time to fundraising activities. Products such as books, CDs, DVDs, and trinkets with supposedly miraculous powers, are aggressively promoted to viewers. Opponents regard such an emphasis as inappropriate and also question whether the money would be better used relieving poverty or employing traditional missionaries.
- **Personality culture:** Traditional Christian teaching emphasizes the following of Jesus and not a particular preacher; however, televangelism tends to build a personality cult around the televangelist.
- **Health and wealth teaching:** Many televangelists preach a prosperity gospel that promises material success to believers, subject to their generous donations to the “work of God”, which inevitably means the televangelist. This is regarded as a serious heresy by other Christians.
- **False prophecies:** Numerous televangelists have issued false prophecies; for example, Benny Hinn's claim that Fidel Castro would die in the 1990s, or Pat Robertson's claim that the War in Iraq would end in 2006. Other televangelists have made false prophecies of the Second Coming.



- **False teaching:** Televangelists frequently depart from or add to traditional Christian doctrines.
- ❖ **Entertainment focus:** The style of televangelism seems to mirror that of the secular entertainment industry, with emphasis on celebrity, slick production, and aggressive marketing.
- **Disputed success:** Televangelists claim to be reaching millions of people worldwide with the gospel and producing numerous converts to Christianity. However, such claims are difficult to verify independently. It has also been questioned whether non-believers actually watch Christian television.

Televangelists often strongly dispute these criticisms and say they are doing God's work. They cite declining attendance at traditional church services and the growth of global mass media as factors necessitating the use of television to fulfill the "Great Commission" in the 21st century.

Televangelism is a religion that as many other ones can go hand and hand; and, this secular institution has had a history of helping people. On the other hand, televangelists and their organizations do not follow rules and regulations that deem them as a valid religion because by using people's generosity, religious beliefs and fear to make up their errors, they break basic rules on their vocation as leaders of an evangelizing institution having a life totally different from their very used biblical passages. So, this is the reason why we chose the televangelist preacher Jimmy Swaggart, since, although his career was full of scandals, many people continued believing in and respecting him as a God's pastor.

## CHAPTER II

### A SHORT BIOGRAPHY OF JIMMY SWAGGART



Jimmy Swaggart is giving a message base on the Bible.

#### 2.1 FAMILY AND MARRIAGE

Jimmy Swaggart was born on March 15, 1935, in Ferriday, Louisiana. His parents were Willie Leon and Minnie Belle Swaggart. His father was a deacon in their small fundamentalist church. When he was nine years old, he began to preach on street corners and lead congregations in singing. He drew his poor, rural Louisiana town's attention when he mystically spoke in foreign tongues and uttered prophecies at a Pentecostal church revival. As a teenage evangelist and later as a pastor and traveling preacher, he used his commanding stage presence to emphasize submission to Jesus as the only way to escape human bondage to sin and Satan. When Jimmy Swaggart was 17 years old, he got married to Frances Anderson on October 10, 1952. Their son, Donnie, was born in 1954. Donnie was named for Swaggart's brother who died in infancy. He has three grandchildren, Jennifer, Gabriel and



Matthew Swaggart, and two great-grandchildren, Samantha and Ryder Swaggart.

Swaggart worked at several part-time odd jobs in order to support his young family and also began singing Southern Gospel music at various Baptist and Pentecostal churches.

According to his biography, Swaggart, along with his wife and son, lived in poverty during the 1950s as he preached throughout rural Louisiana, struggling to survive on US \$30 a week and often going to bed hungry. Being too poor to own a home, the Swaggarts lived in church basements, pastors' houses and small hotels. Sam Phillips, the record producer and recording studio owner and founder of Sun Records who discovered Elvis Presley, Jerry Lee Lewis, Johnny Cash and Charlie Rich, wanted Swaggart to take part in a gospel line of music for Sun as the label's first gospel artist. His cousin, Jerry Lee Lewis, who had previously signed with Sun Records, was now reportedly making \$20,000 per week. Although the offer meant significant income for his family, Swaggart turned him down, stating that he was called to preach the gospel.

## **2.2 THE BEGINNINGS AS A PASTOR**

Swaggart began full-time evangelistic work in 1955, preaching from a flatbed trailer donated to him. It was then that Swaggart began developing a revival-meeting following throughout the American South. Swaggart began attending Bible College in 1957. In 1960, he began recording gospel music record albums while building up another audience via Christian radio stations. In 1961, after graduating from Bible College, Swaggart was ordained by the Assemblies of God; one year later, Swaggart began his radio ministry. By 1969, Swaggart's radio program, "The Camp Meeting Hour," was being aired over numerous radio stations throughout "the American Bible Belt". In the late 1960s, Swaggart founded what was then a small church named the Family



Worship Center in Baton Rouge, Louisiana; the church eventually became district-affiliated with the Assemblies of God. The Family Worship Center grew from barely 40 members in 1970 to over 500 by 1975 and over 1000 by 1980. During the 1970s, the church grew from a one-room church to a more modern building with new additions being built every couple of years.

In the late 1960s, Swaggart began airing a weekly 30-minute telecast over various local television stations in that city and also purchased a local AM radio station, WLUX, in Baton Rouge (now WPFC). The station broadcast Christian feature stories, preaching and teaching from various fundamentalist and Pentecostal denominations, and played a blend of Black Gospel, Southern gospel, and inspirational music.

Jimmy Swaggart's television ministry had expanded to more stations around the US; it was at this time that he decided to use television as his primary preaching venue. The weekly *Jimmy Swaggart Telecast* and *A Study in the Word* programs are seen nationwide and abroad on 78 channels in 104 countries as well as live over the Internet. In 1978, Swaggart's weekly telecast was expanded to an hour.

In 1980, Swaggart began a daily weekday telecast featuring Bible study and music while the weekend, hour-long telecast would feature a sermon from either the *Family Worship Center* or an on-location crusade. In the early 1980s, Swaggart's crusades expanded to major cities nationwide. By 1983, Swaggart had become the most popular television preacher in the United States, with more than 250 television stations broadcasting his program.

### **2.3 CONTROVERSIES, SCANDALS, AND CRITICISM**

In 1988, Swaggart was implicated in a sex scandal involving a prostitute that resulted initially in his suspension and ultimately Swaggart was defrocked and removed from the ministry by the Assemblies of God. Three



years later, Swaggart was again implicated in a sex scandal involving a prostitute. As a result, Swaggart's current ministries are non-affiliated and non-denominational.

### 2.3.1 FIRST SWAGGART'S SCANDAL IN 1988 (BACKGROUND)

Swaggart's exposure came as retaliation for an incident in 1986. Once exposed, Marvin Gorman, a pastor of televangelism who was found guilty of sinning against God and the church, was defrocked from the Assemblies of God with his ministry all but ended. Swaggart was involved in Gorman's defrocking.

As a retaliatory move, Marvin Gorman hired his son Randy Gorman along with his son-in-law Garland Biblo, to stake out the *Travel Inn* on Airline Highway in New Orleans. A camera with a telephoto lens was placed in the window of the motel's room 12 and draped with a black cloth. When Swaggart arrived, he reportedly went into room 7. Randy Gorman and Garland Bilbo proceeded to let the air out of Swaggart's tires and called Marvin Gorman, whose church was located nearby. The two had taken photos of Swaggart outside of room 7 with Debra Murphree, a locally known prostitute. Gorman showed up at the *Travel Inn* a short while later, and asked Swaggart what he was doing there.

On Tuesday February 16, 1988, Gorman contacted James Hamill, one of the 13 men of the Executive Presbytery of the Assemblies of God. Hamill in turn called Raymond Carlson, the Assemblies Superintendent. He summoned Hamill and Gorman to fly to Springfield and arranged for an emergency meeting of the presbyters. Carlson was shown photos of several men coming

in and going out of room 7 at the Travel Inn Motel in New Orleans. This was done in order to establish the fact that the room was being used for prostitution. One of the men seen leaving room 7 was Jimmy Swaggart. The



presbytery leadership of the Assemblies of God decided that Swaggart should be suspended from broadcasting his television program for three months.

According to the Associated Press (as reported in the Saturday February 27, 1988 edition of the Ocala Star-Banner), the prostitute that claimed to have posed nude for Swaggart failed a lie detector test administered by a New York City Police Department polygraph expert. The test administrator concluded that Murphree had failed to tell the truth on all key questions concerning her statement. The test was administered after Murphree offered to sell the story to the National Enquirer for \$100,000. Paul Levy, senior editor for the National Enquirer, stated that the polygraph examiner had concluded Murphree was not truthful on six key questions - including one in which she was reportedly asked if she had fabricated the story. Levy stated that the Enquirer decided not to print her story due to the test results, to her drug use, and to the fact that she had arrest warrants in three states. The February 27, 1988, edition of "The Toronto Star" reported that Debra Murphree, 28, failed questions about whether she was paid or promised money to "set up" Swaggart, and whether she made up the story in order to make money from it. Both times she answered **no**; this was determined by the polygraph examiner to be a lie.

When the PTL scandal destroyed fellow Assemblies of God minister Jim Bakker, Swaggart publicly denounced Bakker as "a cancer on the body of Christ." Shortly afterward Swaggart faced his own sex scandal, as a private investigator hired by his rival evangelist Marvin Gorman documented a series of meetings with prostitutes (Gorman himself had been fired from the Assembly of God ministry after Swaggart had reported that Gorman was having an adulterous affair).



In 1987, Swaggart was involved with a prostitute at a Metairie, Louisiana hotel called the *Travel Inn* on Airline Highway, when Gorman and some associates flattened the tires on Swaggart's car, went and got cameras, and took photographs of Swaggart exiting the hotel with the prostitute, Debra Murphree. Gorman confronted Swaggart and told him he would have to come clean. Swaggart said he would, but refused to do so.

### 2.3.2 JIMMY SWAGGART CONFESSED HIS SIN IN 1988



Jimmy Swaggart publicly confessing his sin in 1988.

On February 21, 1988, without giving any details regarding his transgressions, Swaggart gave his now infamous "I Have Sinned" speech as he tearfully spoke to his family, congregation, and audience, saying, "I have sinned against you, my Lord, and I would ask that Your precious blood would wash and cleanse every stain until it is in the seas of God's forgiveness." On a New Orleans morning news show four days later, Murphree stated that while Swaggart was a regular customer, they had never engaged in sexual intercourse. The clip of Swaggart's confession was played repeatedly on news and tabloid television programs.

The Louisiana presbytery of the Assemblies of God initially suspended Jimmy Swaggart from the ministry for three months. The national presbytery of the Assemblies of God soon extended the suspension to their standard two-year suspension for sexual immorality. His return to the pulpit coincided





with the end of a three-month suspension originally ordered by the Assemblies. Believing that Swaggart was not genuinely repentant in not submitting to their authority, the hierarchy of the Assemblies of God immediately defrocked Swaggart, removing his credentials and ministerial license. It was then that Swaggart decided he would be an independent, non-denominational Pentecostal minister and the *Family Worship Center* would become non-denominational.

### **2.3.3 THIRD SWAGGART'S SCANDAL IN 1991**

On October 11, 1991, Swaggart was found, for the second time, in the company of a prostitute, Rosemary Garcia, when he was pulled over by the California Highway Patrol in Indio, California, for driving on the wrong side of the road. According to Garcia, Swaggart stopped on the side of the road. When the patrolman asked Garcia why she was with Swaggart, she replied, "He asked me for sex. I mean, that's why he stopped me. That's what I do. I'm a prostitute." Rather than confessing to his congregation, Swaggart told those at Family Worship Center that "The Lord told me it's flat none of your business." Swaggart's son then announced to the stunned audience that his father would be temporarily stepping down as head of Jimmy Swaggart Ministries for "a time of healing and counseling."

Jimmy Swaggart's life is very interesting as the public character's lives are, but the main reason to take into account or to choose his history life is because he is one of the most remarkable televangelist preachers who has to give gospel messages for millions of people or followers. It is supposed his life would be guided by Bible teachings, but it was not the reality.

We teachers should take advantage of these situations to present or teach our students any grammar point or subjects contents and transform it into interesting information. In this way, students can see the real use and context of the English language rules and vocabulary; at the same time,



pieces of advice and messages on topics that improve students' knowledge and background can be inserted while developing their skills in an easier and faster way.

## CHAPTER III

### STRATEGIES TO TEACH VOCABULARY ABOUT MORAL VALUES



Principles and standards, which determine the extent to which human action or conduct is right or wrong.

In our experience as English teachers, we have realized that a teaching – learning process takes place in a favorable environment for both students and teacher when a certain grammar point is presented together with interesting material, since it can be understood in a better way. If we do it this way it is going to get the students' attention and active participation, so they are going to give their opinions, tell their own experiences, and share their knowledge on the topic.



Another good reason for giving our students much more than a simple grammar point is to help them be better people by increasing and feeding their formation as human beings.

### 3.1 IDENTIFYING THE MORAL VALUES WE ARE GOING TO TEACH

Values are rules that help us for living our lives correctly. They help us decide what's right and what's wrong; values also tell us what to do in situations that occur daily in our lives.

Values are important because they allow us to live more peacefully with others and be better able to achieve whatever goals we set for ourselves.

We are not born with values. We learn them from our parents, teachers, and friends. We also develop our values from the media, like television, movies, and the radio.

Some of the values that we would like to present our students are respect, responsibility, honesty, dignity, and loyalty.

Students are going to learn something about these values. Hopefully, they will begin to use them in their daily lives.



## RESPECT



*“It means being thoughtful of or showing regard for another person or thing.”*([http://library.thinkquest.org/J001709/thinkquest\\_values/value/value\\_framenet.html](http://library.thinkquest.org/J001709/thinkquest_values/value/value_framenet.html)). It also includes treating everyone and everything, including you, with dignity. We are all different. We look different. Some of us come from different cultures. Some of us are able to do things other people can't. It is important for all of us to treat each other respectfully, despite our differences, as we all have similar needs and feelings.

### Good rules to follow

- \* Treat others like you would like to be treated.
- \* Be thoughtful of the feelings of others.
- \* Accept those who are different from you.
- \* Be fair.
- \* Do not swear.
- \* Be polite to others.
- \* Try to show good manners by saying “please” and “thank you”.
- \* Be patient with others when they make mistakes.

## **RESPONSIBILITY**



*“It means being accountable for your own words and actions. It is a character trait that develops over time. We all must learn to be responsible for our actions and realize that our actions are important for maintaining and improving our community, friendships, families, school, and the world”.*([http://library.thinkquest.org/J001709/thinkquest\\_values/value/value\\_frameset.html](http://library.thinkquest.org/J001709/thinkquest_values/value/value_frameset.html))

### **Good rules to follow**

- \* Stop and think before you act.
- \* Accept personal responsibility for your behavior.
- \* Be organized.
- \* Correct your mistakes.
- \* Keep your promises and commitments.
- \* Be reliable.
- \* Do your chores without being told.
- \* Try to keep all of your promises.



## HONESTY



*“Being honest means you do not lie, cheat or steal. It also deals with the way we conduct ourselves”.*

[http://library.thinkquest.org/J001709/thinkquestvalues/value/value\\_frameset.html](http://library.thinkquest.org/J001709/thinkquestvalues/value/value_frameset.html)

### Good rules to follow

- \* Do not lie.
- \* Do not cheat.
- \* Do not steal.
- \* Be honest even if everyone around you is being dishonest.
- \* Do not spread gossip about people.
- \* Admit to a mistake you have made and apologize.



## DIGNITY



*“Dignity is frequently employed in many moral, political, ethical, and religious debates or simple discussions. It is the state of being worthy and honorable and it is also to have an innate right to respect an ethical treatment. Many things must be the representation of a choice between right and wrong”.*

([http://library.thinkquest.org/J001709/thinkquest\\_values/value/value\\_frameset.html](http://library.thinkquest.org/J001709/thinkquest_values/value/value_frameset.html))

### **Good rules to follow:**

You should show:

- \* self-respectfulness.
- \* stateliness.
- \* formality in manner and appearance.
- \* loftiness and grace.
- \* impressiveness.
- \* degree of excellence.





## LOYALTY



*“True to any person or persons to whom one owes fidelity, especially as a wife to her husband, lovers to each other, and friend to friend. Also loyalty means being faithful to any leader, party or cause, or to any person or thing conceived as deserving fidelity”.*

([http://library.thinkquest.org/J001709/thinkquest\\_values/value/value\\_frameset.html](http://library.thinkquest.org/J001709/thinkquest_values/value/value_frameset.html))

### **Good rules to follow**

- \* Demonstrate faithfulness for commitments and obligations.
- \* Faithful adherence to sovereign, government, leader, and cause.
- \* Person’s feelings of allegiance for a person or institution.



### **3.2 STRATEGIES TO BE USED WITH EACH OF THE FOUR SKILLS BASED ON JIMMY SWAGGART'S LIFE.**

- READING SKILL: READ THE TEXT AND FORM WORDS ACCORDING TO THE PICTURES.
- WRITING SKILL: LOOK AT THE PICTURES AND DECIDE TO WHAT MORAL VALUE CORRESPONDS EACH ONE OF THEM.
- LISTENING SKILL: LISTEN AND GUESS THE MORAL VALUE WHICH THE TEACHER IS DESCRIBING.
- SPEAKING SKILL: HOW STRONG ARE YOUR MORAL VALUES?

### **3.3 DEVELOPING THE CHOSEN STRATEGIES INVOLVING THE FOUR SKILLS.**

As follows, we present a series of activities or exercises, which can be developed in class. The idea is to use the story of Jimmy Swaggart to improve the students' language skills. These are simply our ideas; other teachers might also come up with more ideas on how to take the greatest advantage of similar stories.



## **A WOLF IN A SHEEP'S CLOTHING**



*There was a preacher called Jimmy Swaggart. He preached around the world and pioneered televangelism through his weekly telecast.*

*At the beginning of his career everything was excellent. His ability to play the piano gained many fans, and his crusades had millions of followers because his prayers meetings were incomparable keeping his organizations interesting and unforgettable. Moreover, he was very poor; he had many moral values in his Assemblies of God, which were the bases of a few religions. So Jimmy Swaggart tried to keep respect, honesty, loyalty and dignity; as a matter of fact, many people believed in his sermons. Also, Jimmy Swaggart had the purest Biblical full-gospel message. He was on the top of the conservative religious world.*

*As time passed, Jimmy Swaggart started to become wealthy and popular, so millions of dollars poured into his ministries, feeding his growing televangelist empire. Then Swaggart broke his bases and forgot his moral values; he had extramarital sexual relations with a prostitute and used his followers' money or alms on his fun and on his own enrichment. But everything was discovered by another pastor who denounced him, and the scandal began.*

*On the contrary, Swaggart made up every single scandal about him by giving a speech in which he tearfully spoke to his family, congregation, and audience, saying that he had sinned against God, and he would ask that*



*God's precious blood would wash and cleanse every stain until it is in the seas of God's forgiveness. So Swaggart's sexual transgression was the final straw, as his immorality and hypocrisy exploded onto the airwaves and his tirades against sex, adultery, and pornography came back to haunt him. Once Swaggart had faltered in the public's eyes, he could not go back.*



❖ **READING SKILL: READ THE TEXT AND UNSCRAMBLE THE WORDS ACCORDING TO THE PICTURES.**

STERUP



\_\_\_\_\_

MLAS



\_\_\_\_\_

VSLMINAEGLTEE



\_\_\_\_\_

CETPERS



\_\_\_\_\_

ESNOHYT



\_\_\_\_\_

ALYOTYL



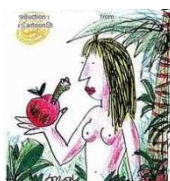
\_\_\_\_\_

GNITYDI



\_\_\_\_\_

ENNIDS



\_\_\_\_\_

TANSI



\_\_\_\_\_



USRCEADS



CESLATET



AYRREP



LATHYWE



PESHCE



UPEROD



UTANH



IDAREST



FLUTRAYLE



WRTSA



RVWSESAIA



RETLEFAD





❖ **READ AND WRITE THE MISSING WORDS.**

**A WOLF IN A SHEEP'S CLOTHING**

There was a preacher called **J**\_\_\_\_\_ **S**\_\_\_\_\_. He preached around the world and pioneered **t**\_\_\_\_\_ through his weekly **t**\_\_\_\_\_. His **c**\_\_\_\_\_ had millions of followers because his **p**\_\_\_\_\_ meetings were incomparable keeping his organizations interesting and unforgettable. He tried to keep **r**\_\_\_\_\_, **h**\_\_\_\_\_, **l**\_\_\_\_\_, **d**\_\_\_\_\_ and **r**\_\_\_\_\_ as a matter of fact many people believed in his sermons. Swaggart made up every single scandal about him doing a **s**\_\_\_\_\_ in which he **t**\_\_\_\_\_ spoke to his family, congregation, and audience, saying that he had **s**\_\_\_\_\_ against God, and he would ask that God's precious blood would wash and cleanse every **s**\_\_\_\_\_ until it is in the seas of God's forgiveness. So Swaggart's sexual transgression was the final **s**\_\_\_\_\_, as his immorality and hypocrisy exploded onto the **a**\_\_\_\_\_ and his **t**\_\_\_\_\_ against sex, adultery, and pornography came back to **h**\_\_\_\_\_ him. Once Swaggart had **f**\_\_\_\_\_ in the public's eyes, he could not go back.

❖ **READ AND CIRCLE THE CORRECT ANSWER.**

1. The reading is about
  - a. a preacher.
  - b. a preacher who knows about moral values.
  - c. a preacher who lied his followers.
  - d. a preacher who never stole anybody.



2. The name of the main character of the reading is
  - a. James Swaggart.
  - b. Jimmy Swaggart.
  - c. Jimmy Stewart.
  - d. Jinni Swagger.
  
3. Three of the moral values which the character of this reading forgot were
  - a. dignity, loyalty, and honesty.
  - b. justice, respect, and honor.
  - c. dignity, courage, and liberty.
  - d. responsibility, intelligence, and friendship.
  
4. The character of this history asked God for
  - a. wealth.
  - b. love.
  - c. forgiveness.
  - d. health.
  
5. Swaggart's speech was dedicated to
  - a. his family.
  - b. God.
  - c. his followers.
  - d. his family, congregation, and audience.





❖ **READ AND MATCH THE WORD WITH ITS DEFINITION.**

1. \_\_\_\_\_ crusades
2. \_\_\_\_\_ loyalty
3. \_\_\_\_\_ televangelism
4. \_\_\_\_\_ stain
5. \_\_\_\_\_ respect
6. \_\_\_\_\_ tearfully
7. \_\_\_\_\_ alms
8. \_\_\_\_\_ honesty
9. \_\_\_\_\_ tirades
10. \_\_\_\_\_ dignity

- a. a charitable donation
- b. do not lie, cheat, or steal
- c. a passage of a single theme or idea
- d. a grave blemish on a person's reputation
- e. being thoughtful of or showing regard for another person or thing
- f. evangelizing by television
- g. prayer's meetings to praise and sing for God
- h. faithfulness to a cause or a principle
- i. full of tears
- j. being worthy and honorable



❖ **WRITING SKILL: LOOK AT THE PICTURES AND DECIDE TO WHAT MORAL VALUE EACH ONE CORRESPONDS.**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



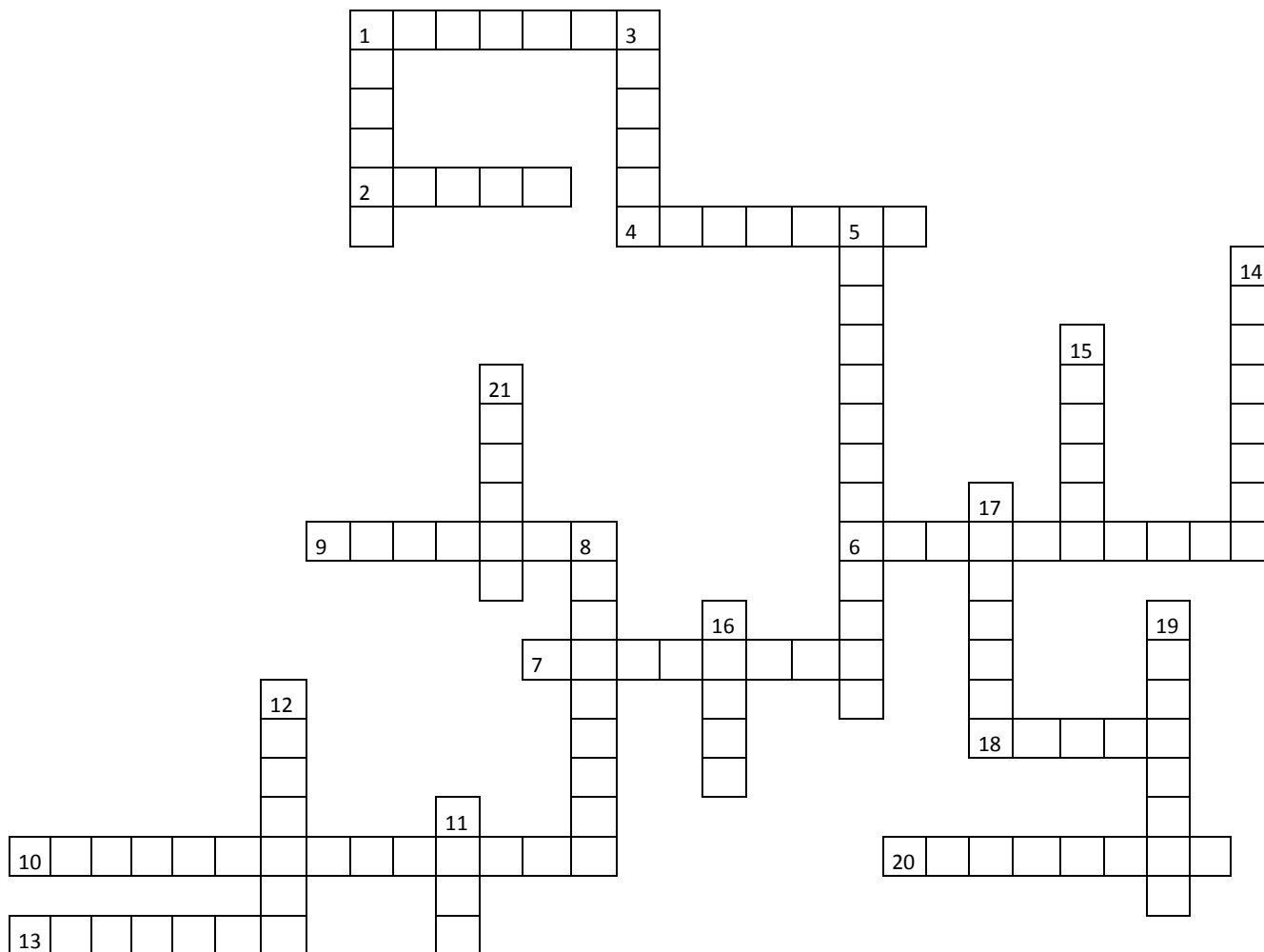
\_\_\_\_\_



\_\_\_\_\_



**WRITING SKILL: COMPLETE THE CROSSWORD PUZZLE ACCORDING TO THE PICTURES.**





**DOWN**

1 

3 

5 

8 

11 

12 

14 

15 

16 

17 

19 

20 

**ACROSS**

1 

2 

4 

6 

7 

9 

10 

13 

18 



**ACROSS**

❖ **WRITING SKILL: FIND 22 WORDS IN THE LETTER SOUP.**

|  |             |
|--|-------------|
|  | 17 stain    |
|  | 18 straw    |
|  | 19 sinned   |
|  | 20 faltered |



|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| p | l | t | e | l | f | a | l | t | e | r | e | d | m | y | l | o | r | d | s | l | t | h | j |
| o | h | t | e | l | l | i | p | r | o | s | t | e | a | r | f | u | l | l | y | j | k | e | g |
| z | b | e | k | p | q | h | f | r | e | e | d | o | m | l | x | o | u | m | o | s | t | l | k |
| g | o | l | w | o | l | f | i | e | a | l | m | s | l | i | e | m | e | p | w | s | n | p | h |
| e | o | e | k | i | l | o | l | s | a | y | o | l | x | a | s | y | o | l | c | x | z | s | o |
| n | l | c | l | p | l | h | i | p | o | p | e | l | y | e | s | u | m | h | k | p | a | p | h |
| r | p | a | w | l | g | o | r | o | o | k | a | r | f | h | r | z | n | p | q | y | k | e | q |
| i | d | s | b | y | p | n | z | n | h | k | f | q | s | e | s | p | e | c | i | h | l | e | x |
| c | r | t | k | s | u | e | z | s | f | c | t | y | d | o | w | o | m | a | n | x | y | c | o |
| h | e | z | h | y | r | s | h | a | t | a | l | c | r | u | s | a | d | e | s | k | d | h | a |
| m | s | e | r | g | e | t | e | b | o | h | l | o | r | a | l | t | i | g | e | l | o | u | h |
| e | p | e | a | c | s | y | l | i | l | i | o | n | z | h | s | t | r | a | w | g | n | l | a |
| n | e | x | h | l | t | e | l | l | g | o | s | i | n | n | e | d | h | a | k | h | e | c | u |
| t | c | j | i | m | m | y | t | i | r | a | d | e | s | e | s | h | e | e | p | i | e | s | n |
| s | t | h | p | l | p | b | o | t | e | l | e | v | a | n | g | e | l | i | s | m | c | h | t |
| a | p | l | o | y | a | l | t | y | a | i | n | v | a | l | u | e | s | h | o | u | s | e | m |
| d | g | q | d | k | e | n | i | a | t | s | l | l | k | t | o | d | i | g | n | i | t | y | s |
| l | a | i | r | w | a | v | e | s | i | n | a | o | n | c | l | o | t | h | i | n | g | a | l |



❖ **WRITING SKILL: WRITE A WORD FROM THE BOX NEXT TO EACH CLUE. THEN READ THE WORDS FORMED BY THE BOXED LETTERS.**

|          |         |        |
|----------|---------|--------|
| ch       | sinned  | prayer |
| ect      | honesty | alms   |
| angelism |         |        |

1. The state or quality of a person who is worthy of honor. \_\_\_\_\_
2. To show fidelity is \_\_\_\_\_
3. To violate a religious or moral law. \_\_\_\_\_
4. A religion transmitted by TV. \_\_\_\_\_
5. To feel or show deferential regard for \_\_\_\_\_
6. A person who shows communion with God. \_\_\_\_\_
7. Money or goods given as charity to the poor. \_\_\_\_\_
8. To show sincerity. \_\_\_\_\_
9. Filled with or accompanied by tear. \_\_\_\_\_
10. Something spoken.  \_\_\_\_\_



❖ **LISTENING SKILL: LISTEN TO THE STATEMENTS THE TEACHER IS GOING TO SAY AND GUESS THE MORAL VALUE EACH ONE OF THEM REFERS TO.**

- This is about being accountable for your own words and actions.  
.....
- It has to do with fidelity, which we have to have with people and our beliefs.  
.....
- This value refers to the state of being worthy and honorable.  
.....
- You should not lie, cheat, or steal.  
.....
- It means being thoughtful of or showing regard for another person or thing.  
.....





❖ **LISTENING SKILL: LISTEN TO THE WORDS AND THEIR DEFINITIONS THE TEACHER IS GOING TO READ. THEN MATCH THE WORDS WITH THE CORRECT DEFINITION.**

- |                   |  |
|-------------------|--|
| 1. honesty        | 1. a humble and sincere request, as to God                                 |
| 2. loyalty        | 2. religious programs on television  |
| 3. responsibility | 3. donations given to the poor or needy                                    |
| 4. respect        | 4. being dependable when you have things to do                             |
| 5. televangelism  | 5. describes someone or something that is truthful, trustworthy or genuine |
| 6. prayer         | 6. faithful to someone or something else                                   |
| 7. alms           | 7. feel or show esteem or honor for someone or something                   |



❖ **LISTENING SKILL: LISTEN TO THE DESCRIPTION OF JIMMY SWAGGART GIVEN BY YOUR TEACHER AND DECIDE IF THE STATEMENTS ARE TRUE OR FALSE.**

- 1 \_\_\_\_\_ Jimmy Swaggart is a soccer player.
- 2 \_\_\_\_\_ Respect is showing esteem for someone or something.
- 3 \_\_\_\_\_ Speech is a kind of letter.
- 4 \_\_\_\_\_ Telecast is a television broadcast intended for reception by the general public.
- 5 \_\_\_\_\_ Honesty is cheating another person.

❖ **LISTENING SKILL: LISTEN CAREFULLY TO THE WORDS YOUR TEACHER IS GOING TO SAY BASED ON JIMMY SWAGGART'S LIFE AND PLAY *BINGO*.**

**INSTRUCTIONS TO PLAY BINGO**

1. The teacher gives each student a bingo card.
2. The teacher has all the words in a box; these are the bingos' card.
3. The teacher and one student take a word at random without looking at it. If one of the students has that word, he/she must mark it with something (corn, piece of paper, coins, etc.).
4. Students must place the card horizontally, vertically, or diagonally; this is a simple game.
5. If students want to play in a more advanced way, they have to complete the whole card with all the words.



|               |           |           |
|---------------|-----------|-----------|
| honesty       | pastor    | play      |
| stain         | world     | sexual    |
| prayer        | preacher  | broke     |
| dignity       | believed  | family    |
| rich          | meetings  | top       |
| sincerity     | career    | millions  |
| Jimmy         | dollars   | began     |
| sex           | wash      | fun       |
| messages      | poor      | cleanse   |
| people        | eyes      | used      |
| airwaves      | onto      | faltered  |
| televangelist | own       | excellent |
| purest        | hypocrisy | God       |
| bases         | gospel    | final     |
| wealthy       | fact      | scandals  |
| empire        | seas      | spoke     |
| religiuos     | relation  | against   |
| single        | forgot    |           |

|            |          |               |          |          |
|------------|----------|---------------|----------|----------|
| B          | I        | N             | G        | O        |
| honesty    | prayer   | stain         | haunt    | sinned   |
| wealthy    | alms     | televangelism | loyalty  | Biblical |
| lie        | telecast | moral values  | crusades | fans     |
| ministries | straw    | tearfully     | speech   | faltered |
| respect    | sermons  | money         | tirades  | dignity  |



| B         | I         | N             | G        | O          |
|-----------|-----------|---------------|----------|------------|
| sincerity | Jimmy     | bases         | empire   | sex        |
| rich      | religious | excellent     | God      | messages   |
| career    | scandals  | moral values  | final    | television |
| people    | airwaves  | televangelist | gospel   | purest     |
| pastor    | meetings  | preacher      | believed | world      |

| B        | I         | N            | G       | O        |
|----------|-----------|--------------|---------|----------|
| dollars  | wash      | poor         | eyes    | onto     |
| own      | hypocrisy | fact         | seas    | relation |
| spoke    | against   | moral values | single  | forgot   |
| play     | sexual    | broke        | family  | top      |
| millions | Began     | fun          | cleanse | used     |

| B        | I       | N            | G         | O      |
|----------|---------|--------------|-----------|--------|
| prayer   | wash    | Biblical     | sinned    | pastor |
| world    | lie     | Jimmy        | dignity   | money  |
| respect  | wealthy | moral values | straw     | forgot |
| stain    | sexual  | religious    | messages  | fans   |
| airwaves | haunt   | purest       | tearfully | poor   |



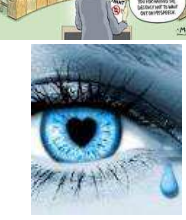
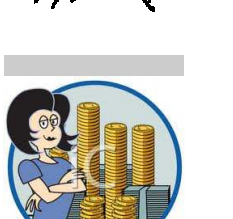
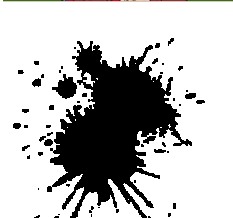
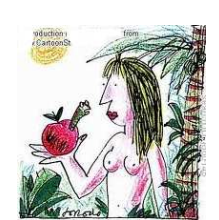
| B       | I        | N             | G        | O       |
|---------|----------|---------------|----------|---------|
| stain   | top      | alms          | sexual   | respect |
| fun     | meetings | televangelism | people   | God     |
| respect | wealthy  | moral values  | straw    | world   |
| sex     | money    | play          | pastor   | gospel  |
| used    | honesty  | rich          | believed | single  |

**❖ SPEAKING SKILL: HOW STRONG ARE YOUR MORAL VALUES?  
ANSWER THE QUESTIONS AND TELL YOUR CLASSMATES TO  
WHAT MORAL VALUE YOU THINK EACH ONE OF THE FOLLOWING  
SENTENCES BELONGS TO.**

1. If you were a preacher, would you lie to your followers?  
.....
2. Do you cheat on your partner in tests or exams?  
.....
3. Do you consider yourself a faithful person?  
.....
4. Do you buy stolen goods?  
.....
5. Do you smoke in closed places?  
.....
6. Do you keep \$5 of extra change given by a clerk by mistake?  
.....
7. Do you drive while well over the legal limit of alcohol?  
.....
8. Do you withhold important information to pay less for something?  
.....
9. Which do you value more, your money or your spirit?  
.....
10. Which is more important, your mind or your body?  
.....

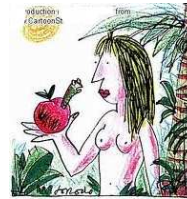


❖ PICK A PICTURE AND MAKE A SENTENCE WITH THE WORD THAT THE PICTURE REPRESENTS.



❖ IN PAIRS, ASK QUESTIONS ABOUT THE MEANING OF THE WORDS ACCORDING TO THE PICTURE SHOWN.

WHAT DOES \_\_\_\_\_ MEAN?





❖ GIVE AN *ANTONYM* FOR THE WORD PICKED.

|              |            |             |             |
|--------------|------------|-------------|-------------|
| LOYAL        | WEALTHY    | WORTHY      | RESPONSIBLE |
| MORALITY     | TEARFULLY  | EXCELLENT   | FORGETTABLE |
| CLEAN        | HONEST     | INTERESTING | POPULAR     |
| CONSERVATIVE | RESPECTFUL | POUR        | PURE        |





## CONCLUSIONS AND RECOMMENDATIONS

WE WANT TO CONCLUDE THIS WORK BY LOOKING TOWARDS OUR FUTURE AS TEACHERS AND THINKING ABOUT STUDENTS WHO ARE GOING TO TRUST US AND THE KNOWLEDGE WE ARE GOING TO SHARE WITH THEM.

IN THIS SHORT WORK, WE HAVE TRIED TO SHOW THAT WE TEACHERS SHOULD ALWAYS TAKE ADVANTAGE OF REAL LIFE SITUATIONS OR CHARACTERS IN ORDER TO TEACH OUR STUDENTS THE DIFFERENT CONTENTS OF A SUBJECT, SINCE THEY CAN SEE THE VOCABULARY OR GRAMMAR STRUCTURES IN A REAL USE AND IN AN ADEQUATE CONTEXT WHILE THEY ARE INDIRECTLY LEARNING INTERESTING FACTS OR SITUATIONS FROM OUR GREAT WORLD.

WE ENCOURAGE AND RECOMMEND OUR COLLEAGUE TEACHERS TO LOOK FOR INTERESTING TOPICS, NEW STRATEGIES, FUNNY ACTIVITIES AND EXERCISES, WHICH CAN MOTIVATE THE STUDENTS' ACTIVE PARTICIPATION AND KEEP THEIR ATTENTION, WITHOUT THINKING ABOUT THEIR AGE OR SEX. HOWEVER, AN ADEQUATE LEARNING IS NOT COMPLETE IF TEACHERS DO NOT INCLUDE IN THEIR STRATEGIES SOME INFORMATION INVOLVING REAL LIFE SITUATIONS OR CHARACTERS THAT CAN IMPROVE THEIR STUDENTS' FORMATION AS HUMAN BEINGS.

WE STRONGLY BELIEVE THAT A GOOD EDUCATOR IS A PERSON THAT NOT ONLY TEACHES A CERTAIN GRAMMAR POINT, WHICH IS IN THE SYLLABUS, BUT ALSO SOMEONE WHO HELPS HIS OR HER STUDENTS IN THEIR INTELLECTUAL SUCCESS AND CONTRIBUTES TO THEIR PERSONAL DEVELOPMENT.



**ANNEXES**



## ANSWER SHEET TO EXERCISES

❖ **READING SKILL: READ THE TEXT AND UNSCRAMBLE THE WORDS ACCORDING TO THE PICTURES.**



PUREST



ALMS



TELEVANGELISM



RESPECT



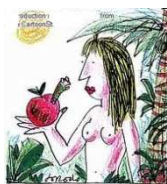
HONESTY



LOYALTY



DIGNITY



SINNED



STAIN



CRUSADES



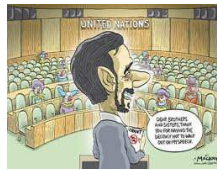
TELECAST



PRAYER



WEALTHY



SPEECH



POURED



HAUNT



TIRADES



TEARFULLY



STRAW



AIRWAVES



FALTERED



❖ READ AND WRITE THE MISSING WORDS.

**A WOLF IN A SHEEP'S CLOTHING**

1. Jimmy Swaggart
2. televangelism
3. telecast
4. crusades
5. prayers
6. respect
7. honesty
8. loyalty
9. dignity
10. responsibility
11. speech
12. tearfully
13. sinned
14. stain
15. straw
16. airwaves
17. tirades
18. haunt
19. faltered



❖ **READ AND CIRCLE THE CORRECT ANSWER.**

1. (c)
2. (b)
3. (a)
4. (c)
5. (d)

❖ **READ AND MATCH THE WORD WITH ITS DEFINITION.**

1k; 2g; 3f; 4d; 5e; 6h; 7a; 8b; 9c; 10i.

❖ **WRITING SKILL: LOOK AT THE PICTURES AND DECIDE TO WHAT MORAL VALUE EACH ONE CORRESPONDS.**



LOYALTY



RESPECT



HONESTY



DIGNITY



RESPONSIBILITY



❖ **WRITING SKILL: COMPLETE THE CROSSWORD PUZZLE  
ACCORDING TO THE PICTURES.**

**DOWN**

1 PRAYERS

3 SINNED

5 TELEVANGELISM

8 TEARFULLY

11 CRUSADES

12 HONESTY

14 TELECAST

15 SPEECH

16 HAUNT

17 TIRADES

19 AIRWAVES

20 FALTERED

**ACROSS**

1 PUREST

2 STAIN

4 DIGNITY

6 WEALTHY

7 ALMS

9 RESPECT

10 RESPONSIBILITY

13 LOYALTY

18 STRAW



❖ WRITING SKILL: FIND 22 WORDS IN THE LETTER SOUP.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| p | l | t | e | l | f | a | l | t | e | r | e | d | m | y | l | o | r | d | s | l | t | h | j |
| o | h | t | e | l | l | i | p | r | o | s | t | e | a | r | f | u | l | l | y | j | k | e | g |
| z | b | e | k | p | q | h | f | r | e | e | d | o | m | l | x | o | u | m | o | s | t | l | k |
| g | o | l | w | o | l | f | i | e | a | l | m | s | l | i | e | m | e | p | w | s | n | p | h |
| e | o | e | k | i | l | o | l | s | a | y | o | l | x | a | s | y | o | l | c | x | z | s | o |
| n | l | c | l | p | l | h | i | p | o | p | e | l | y | e | s | u | m | h | k | p | a | p | h |
| r | p | a | w | l | g | o | r | o | o | k | a | r | f | h | r | z | n | p | q | y | k | e | q |
| i | d | s | b | y | p | n | z | n | h | k | f | q | s | e | s | p | e | c | i | h | l | e | x |
| c | r | t | k | s | u | e | z | s | f | c | t | y | d | o | w | o | m | a | n | x | y | c | o |
| h | e | z | h | y | r | s | h | a | t | a | l | c | r | u | s | a | d | e | s | k | d | h | a |
| m | s | e | r | g | e | t | e | b | o | h | l | o | r | a | l | t | i | g | e | l | o | u | h |
| e | p | e | a | c | s | y | l | i | l | i | o | n | z | h | s | t | r | a | w | g | n | l | a |
| n | e | x | h | l | t | e | l | l | g | o | s | i | n | n | e | d | h | a | k | h | e | c | u |
| t | c | j | i | m | m | y | t | i | r | a | d | e | s | e | s | h | e | e | p | i | e | s | n |
| s | t | h | p | l | p | b | o | t | e | l | e | v | a | n | g | e | l | i | s | m | c | h | t |
| a | p | l | o | y | a | l | t | y | a | i | n | v | a | l | u | e | s | h | o | u | s | e | m |
| d | g | q | d | k | e | n | i | a | t | s | l | l | k | t | o | d | i | g | n | i | t | y | s |
| l | a | i | r | w | a | v | e | s | i | n | a | o | n | c | l | o | t | h | i | n | g | a | l |





❖ **WRITING SKILL: WRITE A WORD FROM THE BOX NEXT TO EACH CLUE. THEN READ WORDS FORMED BY THE BOXED LETTERS.**

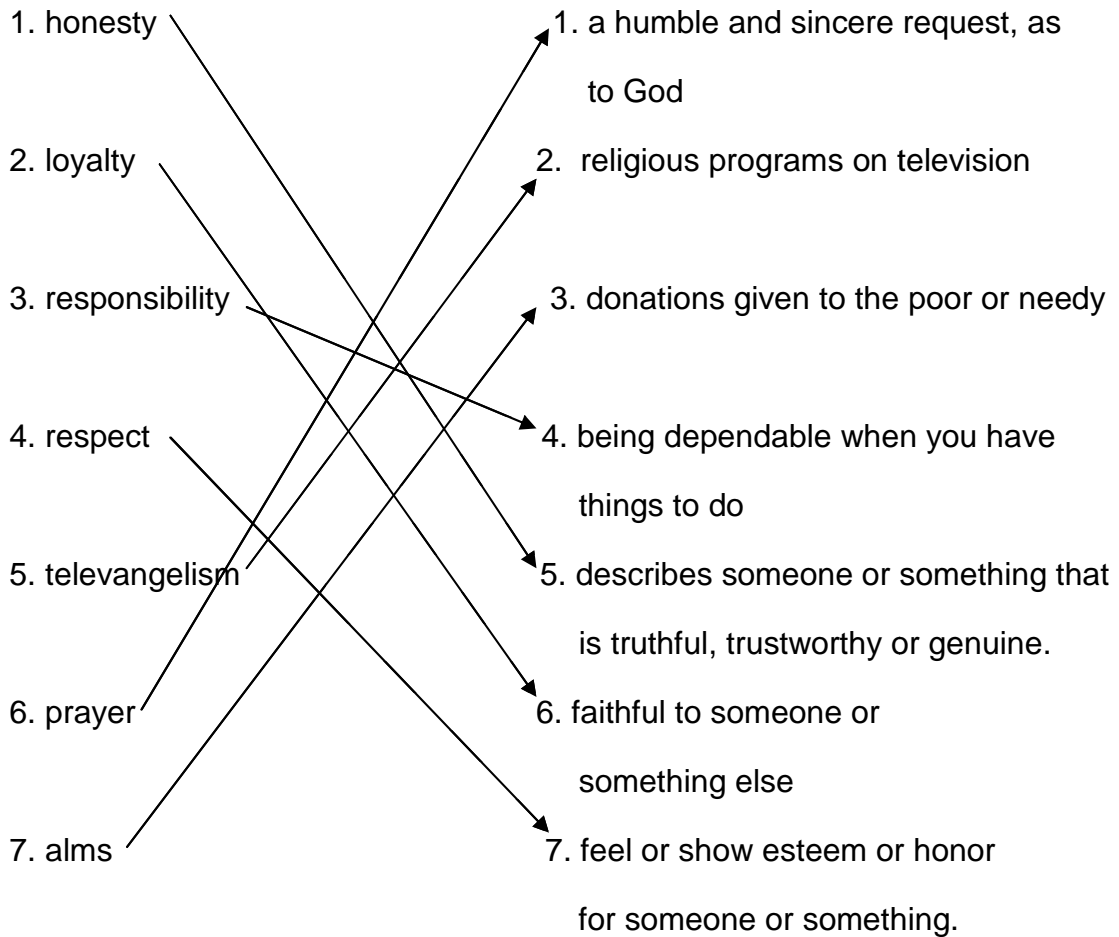
- dignity
- loyalty
- sinned
- televangelism
- respect
- prayer
- alms
- honesty
- tearfully
- speech

❖ **LISTENING SKILL: LISTEN TO THE STATEMENTS THE TEACHER IS GOING TO SAY AND GUESS THE MORAL VALUE EACH ONE OF THEM REFERS TO.**

- responsibility
- loyalty
- dignity
- honesty
- respect



❖ **LISTENING SKILL: LISTEN TO THE WORDS AND THEIR DEFINITIONS THE TEACHER IS GOING TO READ. THEN MATCH THE WORDS WITH THE CORRECT DEFINITION.**





❖ **LISTENING SKILL: LISTEN TO THE DESCRIPTION OF JIMMY SWAGGART GIVEN BY YOUR TEACHER AND DECIDE IF THE STATEMENTS ARE TRUE OR FALSE.**

1. FALSE

2. TRUE

3. TRUE

4. TRUE

5. FALSE



## BIBLIOGRAPHY

- ❖ Lado, Robert LANGUAGE TEACHING A SCIENTIFIC APPROACH, McGraw-Hill, Inc, United States, 1964
- ❖ Lever, Televisión, en DC, 773-776: “E. Gil de Muro, Televisión y familia”, El hogar entre la agresión y la cultura, PPC, Madrid 1984.
- ❖ Eisele Catherine Yang, Eisele Beat, Hanlon Stephen M., Hanlon Rebecca York, “Hip Hip Hooray! Teacher’s Edition 5”, Longman, United States of America, 2004
- ❖ Renshaw Jason, “Boost! Reading 2”, PEARSON LONGMAN ASIA ELT, Hong Kong, 2007
- ❖ Renshaw Jason, “Boost! Speaking 2”, PEARSON LONGMAN ASIA ELT, Hong Kong, 2007
- ❖ Seaman Hardcover, Anne Rowe, “SWAGGART; THE UNAUTHORIZED BIOGRAPHY OF AN AMERICAN EVANGELIST” , United States, Continumm International, 2003
- ❖ Vaughn Steck, “Vocabulary Connection”, Level C, Harcourt Achieve Inc, United States, 2004
- ❖ Wallwork Adrian, “DISCUSSIONS A-Z ADVANCED”, A resource book of speaking activities, Cambridge University Press, United Kingdom, 1997



## WEB SOURCES

- ❖ Cuatro predicadores del siglo 20;  
[http://www.ramonugarte.webs.com/predicas y vida de Jimmy Swaggart](http://www.ramonugarte.webs.com/predicas_y_vida_de_Jimmy_Swaggart)
- ❖ WebMii, 2011 <http://rinconbiografico.blogspot.com/2010/01/jimmy-swaggart.html>
- ❖ Swaggart Jimmy Ministries, 2011 [http://www.Jimmy Swaggart Biography \(Evangelist\) — Infoplease.com](http://www.Jimmy_Swaggart_Biography_(Evangelist)_—_Infoplease.com)
- ❖ RSS, Infoplease, Part of family Education Network, 2000 <http://www.infoplease.com/biography/var/jimmyswaggart.html#ixzz14wFyOstm>
- ❖ Lokihi, 2000;  
[http://library.thinkquest.org/J001709/thinkquest\\_values/value/value\\_fram eset.html](http://library.thinkquest.org/J001709/thinkquest_values/value/value_fram eset.html)