

Teacher's Notes:

Bible Reading: Jonah and the Big Fish, [Jonah 1-4](#)

Theme: Giving Directions to Places

Pronunciation: /e/ and /E/

Grammar:

- Directions and distances
- Ask for Repetition/Clarification
- Articles A/An

Preparation:

- Pray
- Read Jonah 1-4
- Preview slides and song
- Optional: Bring objects to be used in giving directions, compass, sign with an arrow, local map, etc.



Pray, Review, and Preview.

Bible Reading: [Jonah 1-4](#) Jonah and the Big Fish

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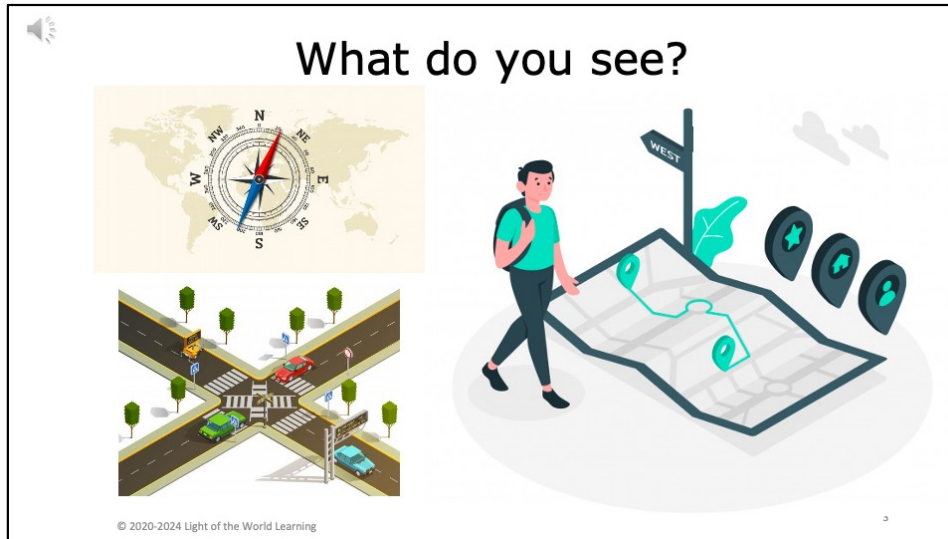
Pray

Pray for the class. You may want to thank the Lord for various things and for giving life - "life that is full and good" (John 10:10)!

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read [Jonah 1-4](#) in their native languages in preparation for the lesson. The hyperlink of the Bible verses will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses.

Review the main points of the previous lesson and ask if there are any questions.



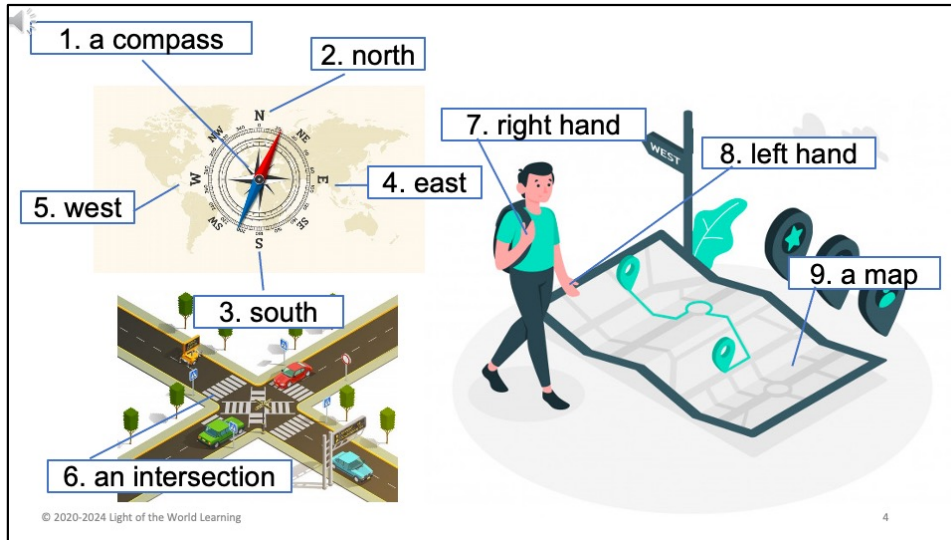
1A. Discuss Theme Picture

- Ask "What do you see in this picture?" and "What else?"
- Repeat and write their words.

Answers may include: maps, buildings, trees, compass, signs, etc.


More **advanced students** can be encouraged to make complete sentences:



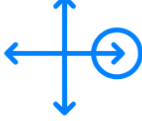
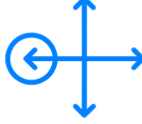
There are two streets. The man walks east.



1B. Show Theme Picture Words

Briefly show the words. Vocabulary practice begins on the next slide.

 Listen and repeat.





1	2	3	4
			
north	south	east	west
I live north of Tokyo.	He lives south of London.	She lives east of Los Angeles.	We live west of Jerusalem.

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2A. Vocabulary

1. **Say the new words in a simple sentence:** "This is north."
Repeat sentences several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word several times**, as you indicate the direction. For example, say: *Canada is north of the United States. Mexico is south of the United States.* Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "Canada is north of the United States."
4. **Check students' comprehension by asking direct questions.** For example, *What picture is north?*

Listen and repeat.





5	6	7	8
			
right	left	an intersection	to turn
I write with my right hand.	He writes with his left hand.	intersections	Turn right.

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2B. Vocabulary

1. **Say the new words in a simple sentence:** "This way is to the right." Repeat sentences several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word several times**, as you indicate the direction. For example, say: *right, right, right*. Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "This way is to the right."
4. **Check students' comprehension by asking direct questions.** For example, *What direction is left?*

Listen and repeat.

9	10	11	12
			
near	far	ugly	beautiful
I live near the office.	He walks far each day.	An ugly place.	A beautiful place.

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2C. Vocabulary

Explain that near and far may differ as to different people. For some 3 blocks away is far and for others 8 blocks or a mile is near.

1. **Say the new words in a simple sentence:** "I live near the office." Repeat sentences several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word several times**, as you indicate the direction. For example, say: *far, far, far*. Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "He walks far each day."
4. **Check students' comprehension by asking direct questions.** For example, *What picture is beautiful?*

Listen and repeat.

A	+ Nouns starting with consonants	An	+ Nouns starting with vowel sounds: A, E, I, O, U
a	block	an	intersection
a	street	an	email
a	woman	an	address
a	fish	an	office
a	beautiful fish	an	ugly fish


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2D. Grammar: A/An

Use the indefinite article **a** before singular nouns that begin with a consonant sound, usually the words begin with a consonant. Use the indefinite article **an** before singular nouns that begin with a vowel sound, usually the words begin with the letters **a, e, i, o, or u**. Some words with a silent H also take **an** because they start with a vowel sound: **an hour, an honor, an herb**.

Note: The article "a" may be pronounced as a short /u/ schwa sound, or as a long /A/.

Model, Repeat, and Solo the pronunciation of all forms shown on the chart.

 **Listen and repeat.**

Clarifying Phrases	
1.	Could you repeat that, please?
2.	Did you say east or west ?
3.	Could you speak slower, please?
4.	Could you say that more slowly?
5.	I'm sorry. I don't understand.

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2E. Grammar/Structures: Asking for clarification

Model: Read each sentence or question, 1-5, several times, using gestures, facial expressions, or role-playing to show the meaning.

Repeat: Read each sentence again and have students repeat after you until they can be understood.

Solo: Ask for volunteers to read a question or sentence. Once students understand the sentences or questions, ask for a volunteer to read one of them, and a different volunteer to repeat "east" or "west" as the reply. Then substitute other directions for "east" and "west".

Describe pictures with a/an and left/right

1. artist

2. envelope

3. email

4. eraser

5. intersection

6. rainbow

7. bed

8. cat

A

B

C

D



E

F

G

H



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2F. Vocabulary & Grammar Practice

Describe the pictures using a/an

- A. An artist is (to the) left of a rainbow.
- B. A rainbow is right of an artist. A rainbow is left of a cat.
- C. A cat is right of a rainbow. A cat is left of a bed.
- D. A bed is right of a cat.
- E. An intersection is left of an envelope.
- F. An envelope is right of an intersection. An envelope is left of an eraser.
- G. An eraser is right of an envelope. An eraser is left of an email address.
- H. An email address is right of an eraser.



Listen and repeat.



A: Excuse me. Where is the **post office**?

B: Go **west** to the **intersection** and turn **right**.

A: Did you say turn **right**?

B: Yes, turn **right**. It is **south** of the **bakery**.

A: Thank you!

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3A. Conversation 1

1. **Model:** Say both parts of the conversation several times. Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. Students are to watch and listen.
2. **Repeat:** Say one line at a time and have students repeat until they can be understood.
3. **Solo:** You begin the conversation and call on individual students to respond. Then reverse the roles (students are A, you are B).
4. Once students can do both parts, encourage free conversation (students substitute their own words for the blue words).



Listen and repeat.

A: Excuse me. Where is the **bathroom**?

B: It's **near** the **kitchen** on the **left**.

A: Could you repeat that, please?

B: Yes. It is **near** the **kitchen** on the **left**.

A: Thank you!



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3B. Conversation 2

1. **Model:** Say both parts of the conversation several times. Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. Students are to watch and listen.
2. **Repeat:** Say one line at a time and have students repeat until they can be understood.
3. **Solo:** You begin the conversation and call on individual students to respond. Then reverse the roles (students are A, you are B).
4. Once students can do both parts, encourage free conversation (students substitute their own words for the blue words).



Listen and repeat.

1. /e/	2. /E/	3. Challenge
left	east	
blessing	sleep	
west	she	
end	me	
sent	he	

- A. He sleeps and she eats.
B. God sent me west to be a blessing.


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

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4A. Pronunciation – Sound and Spelling

- 1. Model:** Say the sound several times while pointing to it. (For example, point to the **e** and say /e/ /e/ /e/.) Then say the sound and quickly read the entire list, pointing to each item as you read it (/e/ left, blessing, west, end, sent). Students just watch and listen.
- 2. Repeat:** Say the sound and each word several times, having students repeat each time after you in unison. Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom. Then read the sentences below the chart.
- 3. Solo:** Call on individuals to say a sound and its word group. Give lots of praise.
- 4. Challenge:** Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make

a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.

 Listen and repeat.

		
far	minute	afraid
west	ugly	because
south	angry	about
left	people	repeat


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4B. Hum and clap the stress.

Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.


You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

- 1. Model:** Hum and then say each word in the group several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire group of words.

 **Jonah and the Big Fish** [Jonah 1-4](#)

God wanted His people to be a blessing to all nations. This was His promise to Abraham. But God’s people did not always obey.

Nineveh was a big city in another country. The people were very bad. God told Jonah to go to Nineveh and tell the people about God.



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5A. Read Story:

Be sure students have already read this story in their native language, so it will be familiar even if they do not know all the vocabulary yet. The hyperlink of the Bible verses will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses.

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.



Jonah did not want to go. So he got on a boat and ran away from God. Then Jonah went to sleep in the boat.

God was mad with Jonah. He sent a big storm. Everyone on the boat was afraid. They woke Jonah and said, "We will sink. What can we do?"



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5B. Read Story:

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.

Then Jonah said, "This storm happened because I sinned. You must throw me into the ocean. Then God will save you."

So they threw Jonah into the water.



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The image shows a group of men on a wooden boat, leaning over the side and pushing a man (Jonah) into the churning blue water. The man being thrown is wearing a white robe and a head covering. The scene is set against a dark, stormy background.

5C. Read Story:

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



God sent a big fish to swallow Jonah. Then the storm stopped.

Jonah was alive in the fish's stomach. He prayed to God to save him.

Then the fish vomited Jonah out on the land.



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5D. Read Story:

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



Then Jonah obeyed God and went to Nineveh. He told the people about God.

The king and people of Nineveh turned from their sin and prayed to God. Then God blessed them.




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5E. Read Story:

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.

 **Answer the questions.**

1. Where did God tell Jonah to go?
2. What happened to Jonah?
3. What did the people of Nineveh do after Jonah told them about God?
4. Does God help you when you are in trouble? How?



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5F. Story Questions:

Ask the questions and discuss as a group. For questions 1, 2 and 3 you may go back to the story to help them find the answer.

Answers:

1. To Ninevah.
2. Jonah got on a boat and ran away from God. God sent a storm. The people on the boat threw Jonah into the water. A big fish swallowed Jonah. Jonah prayed to God to save him. The fish vomited Jonah out onto land. Then Jonah went to Ninevah and talked to the people.
3. They turned from their sin and prayed to God.
4. Answers will vary.

Comments:

Ask if they have any other questions or comments about the story.

Jonah's Journey

1. Is Nineveh **east** or **west** of Joppa?

2. Is Tarshish **east** or **west** of Joppa?

3. Is Nineveh **north** or **south** of Joppa?

4. Is Nineveh **near** or **far** from Tarshish?

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6A. Activity – Pair work

Model: Review the journey of Jonah with your students in terms of directions (e.g., **east, west, north, south**) and distances. Students will work in pairs to answer the questions.

Questions:

1. Is Nineveh **east** or **west** of Joppa?
2. Is Tarshish **east** or **west** of Joppa?
3. Is Nineveh **north** or **south** of Joppa?
4. Is Nineveh **near** or **far** from Tarshish?

Answers:

1. East
2. West
3. North
4. far



Listen and respond.

- a. Could you repeat that, please?
- b. Could you say that more slowly?
- c. I don't understand.
- d. Did you say _____?
- e. Thank you, I understand.

6B. Activity

The teacher will purposefully read the sentences below following the directions in parentheses. Students listen to each sentence and respond with the appropriate response from the slide. The teacher will then repeat the sentence a second time, clearly. Answers will vary.

1. (Very fast) The beautiful church is far from the ugly city./
(normal speed) The beautiful church is far from the ugly city.
2. (Coughing) The pharmacy is (cough) of the school. /The pharmacy is west of the school.
3. (Unintelligible) Wah wah wah wah wah wah wah. /Jonah was swallowed by a big fish.
4. (Vague) I live near the whatchamacallit./ I live near the library.
5. (Sneezing) Be sure to turn (sneeze) at the intersection. /Be sure to turn right at the intersection.

Where is ___?

1. library
2. park
3. pharmacy
4. post office
5. bank
6. grocery store
7. restaurant
8. school

north	west
south	near
east	far

The map shows a street layout with several buildings. At the top, from left to right, are a Grocery Store (blue icon), a Bank (red icon with a dollar sign), and a Restaurant (brown icon). Below these, a dashed line indicates a street. To the right of this street is a Library (purple icon) and a Post Office (orange icon). In the center, a School (purple icon) is located. Below the school, there is a Park (green icon with a tree and bench) and a Pharmacy (blue icon with a white cross). A compass rose in the top right corner shows North (N), South (S), East (E), and West (W).

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6C. Activity – Pair work.

The first person will ask 3 questions about the picture using “Where is ___?” and the second student answers using the vocabulary words.

Then switch, and the second person asks the questions.

Model by giving an example, “Where is the school? The school is south of the bank.”



Song- Where do I go?

Where do I go? Where do I go?
I follow my God wherever he goes.
North or south,
East or west,
I follow him as I work and rest.

Where do I go? Where do I go?
I follow Jesus wherever he goes.
Near or far,
Left or right,
I follow him both day and night.

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7. Songs and Games

Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits.

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Write on board words that students ask about and give simple definitions. Then sing it two or three times, as the students just listen.

2. Repeat: Sing the selection again, a line or sentence at a time, as students repeat after you. Then play the recording and sing the song together as a class in unison.

3. Solo: The student sings solo (or if shy, can just read the words aloud).



1 & 2 Homework

1. Read the next lesson's Bible passage: [Ezekiel 36:22-27](#); [1 Samuel 15:22-23](#); and [Hebrews 10:1-10](#) in your first language.
2. Write 5 sentences about your neighborhood using **a/an**, or directions.
 - A. An office is on the left side of my street.
 - B.
 - C.
 - D.
 - E.
 - F.

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Homework 1 and 2 – Reading the next Bible Lesson in L1 and writing five things they see in the theme picture.

Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. They may also use ScriptureEarth.org or other Bible translation resources. The hyperlinks of the Bible verses will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses.













Model. Go over each of the homework assignments to be sure the student understands what to do.

Repeat. Encourage students to find someone with whom to practice conversing and reading the completed homework assignment. They may use a bilingual dictionary.

Solo. Students will share their homework when they are finished.

After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement. Answers will vary.

3. Write the vocabulary words.

1		2		3		4		5		6	
north											
7		8		9		10		11		12	

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Homework 3 – Write the vocabulary words with the pictures

This homework practices writing the vocabulary words. Number one is an example.



4. Mark the /e/ and /E/ sounds. Then write and say the sentences.

A. We meet and eat.	
B. Yesterday I read a letter.	
C. English is easy!	
D. Go west at the intersection.	
E. The men send the rent.	
F. We repeat English each week.	

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Homework 4 – Write and say sentences with the new sounds.

Ask students to mark the long /E/ and short /e/ sounds with two different colors (blue and red) or different symbols (circle and underline). This homework practices writing, spelling, and pronouncing the /e/ and /E/ sounds (short e and long e).

Answers shown with /E/ in **bold** and /e/ underlined.

- A. **We** meet and **eat**.
- B. Yesterday I read a letter.
- C. English is **easy**!
- D. Go west at the intersection.
- E. The men send the rent.
- F. **We** repeat English **each week**.

5. Homework – Put the sentences in order

- _ Jonah obeyed God and went to Nineveh.
- 1 God told Jonah to go to Nineveh and tell people about God.
- _ A very big fish swallowed Jonah.
- _ Jonah ran away from God on a boat.
- _ Men threw Jonah off the boat into the water.
- _ The fish vomited Jonah out on the land.
- _ The people of Nineveh turned from sin and God blessed them.

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Homework 5 – Bible Story Review

Students may look back at the story to number the sentences from 1 to 7. Number 1 is the example.

Answers:

6. Jonah obeyed God and went to Nineveh.
1. God told Jonah to go to Nineveh and tell people about God.
4. A very big fish swallowed Jonah.
2. Jonah ran away from God on a boat.
3. Men threw Jonah off the boat into the water.
5. The fish vomited Jonah out on the land.
7. The people of Nineveh turned from sin and God blessed them.

This could be an opportunity to discuss that we cannot hide from

God, that God is in control, and that God is very merciful.

6. Homework – Memorize 1 verse

A

“I was in very bad trouble. I called upon the Lord for help, and he answered me.”

Jonah 2:2 ERV

B

“With the loving mercy of our God, a new day from heaven will shine on us.”

Luke 1:78 ERV

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Homework 6 – Memorize Bible Verses

Learners will get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

1. **Model.** Recite the verses from memory.
2. **Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.
3. **Solo.** Students will recite the verses from memory at the next class.

6. Homework – Choose 1 Verse to Memorize

C

“Remember this: Anyone who brings a sinner back from the wrong way will save that person from eternal death and cause many sins to be forgiven.”

James 5:20 ERV

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Homework 6 – Memorize a Verse

Learners will get to choose A or B (on the previous slide) or C to memorize.



7. Homework

understand Did an slowly please repeat a

- A. ____ you say right or left?
- B. I'm sorry. I don't ____.
- C. Could you ____ that?
- D. I work in ____ office.
- E. Could you say that more _____?
- F. She works in ____ pharmacy near the school.

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Homework 7 – Fill in the Blanks

Use the words provided to fill in the blanks of the sentences.

Answers:

- A. Did you say right or left?
- B. I'm sorry. I don't understand.
- C. Could you repeat that?
- D. I work in an office.
- E. Could you say that more slowly?
- F. She works in a pharmacy near the school.

8. Homework

north west south east

1. The school is ____ of an office.
2. A store is _____ of an office.
3. A store is _____ of the Beautiful Forest.
- 4 A forest is _____ of the school.
5. An office is _____ of the store.

School

Office

Store

Beautiful Forest

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Homework 8 – Everyday Reading and Writing.

The learners will read the map and answer the questions.

Answers:

1. west
2. south
3. east
4. south
5. north



9. Writing Exercise

Write directions for going to school or work.

1. I leave my house and go _____.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

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Homework 6 – Writing about theme or Bible Story

Model. Write a sentence or two and share it with the students. For example, "To go to work, I leave my house and go south. Then I turn right on Main Street."



10. Homework - Now I Can...

- I can give and follow directions.
- I can understand, say, read, and write the 12 vocabulary words.
- I can ask someone to repeat or clarify.
- I can use **a** and **an** correctly.

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Homework 10 – I can statements

The student must be able to achieve all of these skills before the next lesson. If not, the lesson can be repeated or additional practice materials can be used.

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!



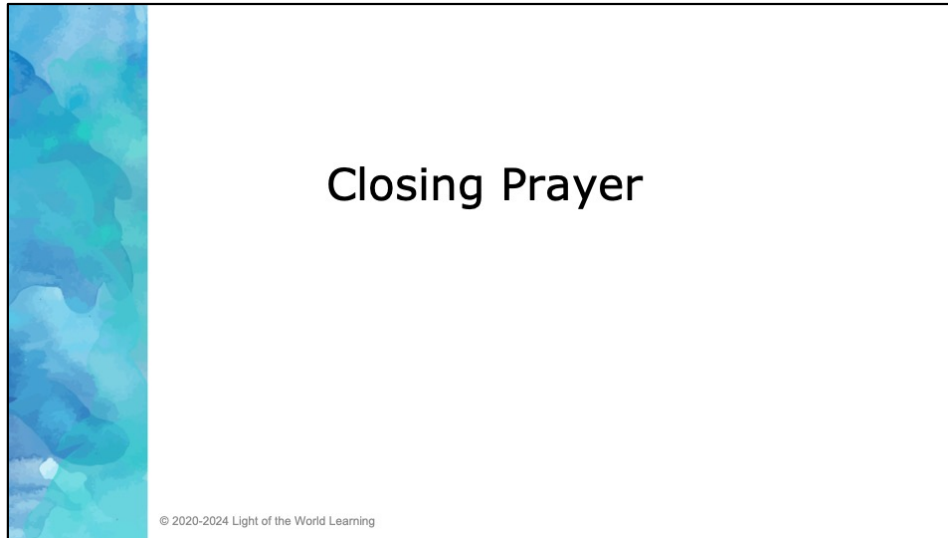
10. Homework - Now I can...

- I can ask and answer **who, what, where, when, why** and **how** questions.
- I can describe locations of places in my neighborhood.
- I can understand, say, read, and write the 12 vocabulary words.

8K. Homework 10 – I Can Statements

The student must be able to achieve all of these skills before the next lesson. If not, the lesson can be repeated or additional practice materials can be used.

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!



Pray

You may want to ask for any special prayer requests, then pray for your students and bless them.

Help us share the Light of the World!

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

For more information, visit LightOfTheWorldLearning.org



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Appendix



- How to Use Lessons: bit.ly/UseLOTW
- Irregular Verb List: bit.ly/ListVerbs
- Lesson Downloads: LightOfTheWorldLearning.org
- Order Books: bit.ly/BooksLOTW
- Share Your Feedback: bit.ly/FeedbackLOTW
- Table of Contents: bit.ly/TocLOTW
- Video Channel: youtube.com/@LightOfTheWorldLearning
- Vocabulary List: bit.ly/VocabUS
- Website: LightOfTheWorldLearning.org

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Anonymous
Jean Ato
Larry Buell
Cindy Campbell
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Emily Cox
Marilyn Dano
EasyReadEnglish.com
Don Edic
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Dorothy Konadu
Martha Lane
Bruce Lewis
Elena Lewis
Ward Lewis
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Ivan Mader
Amy Martin
Tracy Meddaugh
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Georg Ort
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