

### **Teacher's Notes: Review of lessons 36-41**

**Bible Readings:** Jesus Gives the Greatest Law, Jesus Goes Back to Heaven, The Coming of the Holy Spirit 1 & 2, Stephen dies for his faith, Philip teaches about Jesus

**Themes:** Abilities/Skills, Parts of the Body, Health/Sickness, Feelings, Life events, Opposite adjectives

**Pronunciation:** /br/ /dr/ /sk-/ (spelled sk and sc) /sp/and /gl/ /gr/ and /-sk/ /-ed/ /-rd/ and /-rk

**Grammar:**

- Can/Can't
- Ordinal Numbers
- Possessive adjectives and object pronouns
- Describing illness or injury
- Responding to good and bad news
- contrasts
- "but"
- was/were review
- simple past regular -ed
- Past tense irregular verbs

**Preparation:**

- Pray
- Preview slides, songs and quizzes
- Optional: Bring objects related to the lessons



## Pray, Review, and Preview

### Bible Readings:

- Jesus Gives the Greatest Law
- Jesus Goes Back to Heaven
- The Coming of the Holy Spirit 1 & 2
- Stephen Dies for his Faith
- Philip Teaches about Jesus

### Themes:

- Abilities/Skills
- Parts of the Body
- Health/Sickness
- Feelings
- Life Events
- Opposite Adjectives

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### Pray

Pray for the class and you may want to thank the Lord for the progress they are making in learning English and the Bible.

### Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Review the main points of the previous lesson and ask if there are any questions.



## Preview

### Pronunciation:

- /br/ and /dr/
- /sk-/ spelled sk and sc
- /sp/and /gl/
- /gr/ and /-sk/
- /-ed/
- /-rd/ and /-rk/

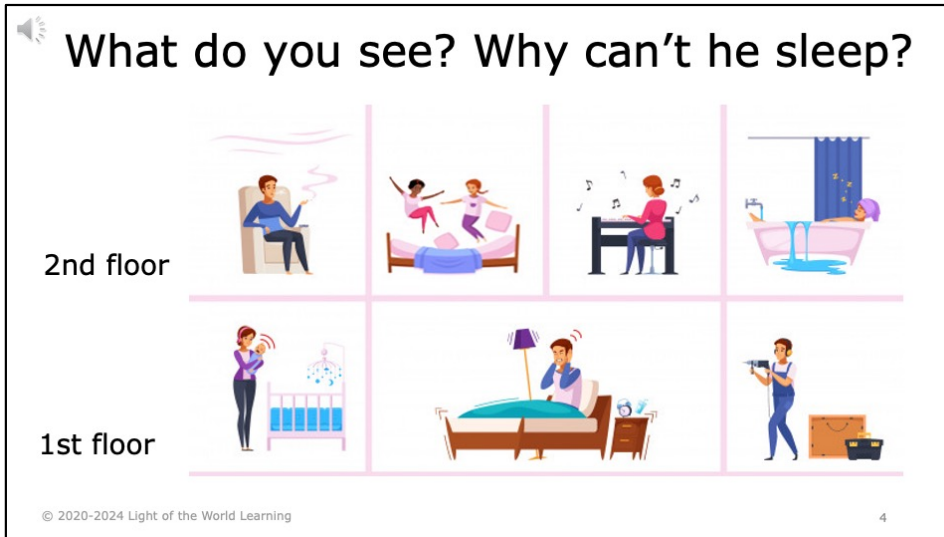
### Grammar:

- Can/Can't
- Ordinal Numbers
- Possessive adjectives and object pronouns
- Describing illness or injury
- Responding to good and bad news
- Contrasts with "but"
- Was/were simple past regular -ed
- Past tense irregular verbs

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These are the sounds, spellings and grammar points that will be reviewed in this lesson.



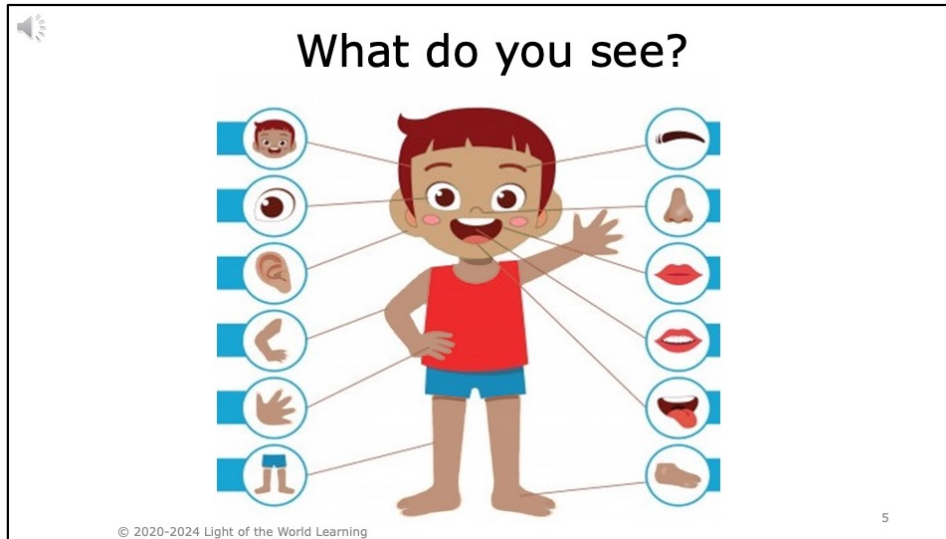
### 1A. Discuss Theme Picture

- Ask "What do you see?" "Why can't he sleep?" and "What else do you see?"
- Repeat their answers and give encouragement.

Answers may include: neighbors, smoking, play, talk, sing, bathtub, fix, jump, neighbor, etc.

More advanced students can be encouraged to make complete sentences:

He can't sleep because the neighbors are noisy. He can't sleep because the baby is crying. She is playing the piano.

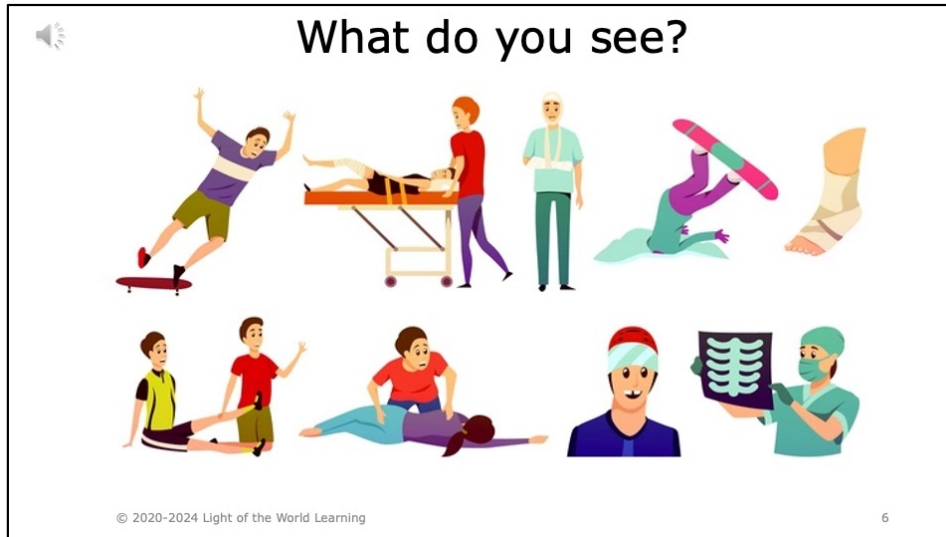


### 1B. Discuss Theme Picture.

- Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.
- Repeat and write their words.

Answers may include: [body](#), [head](#), [eye](#), [ear](#), [arm](#), [hand](#), [legs](#), [eyebrow](#), [nose](#), [lips](#), [mouth](#), [tongue](#), [foot](#), etc.

More advanced students may make complete sentences: [I see the parts of the body.](#)



### 1C. Discuss Theme Picture

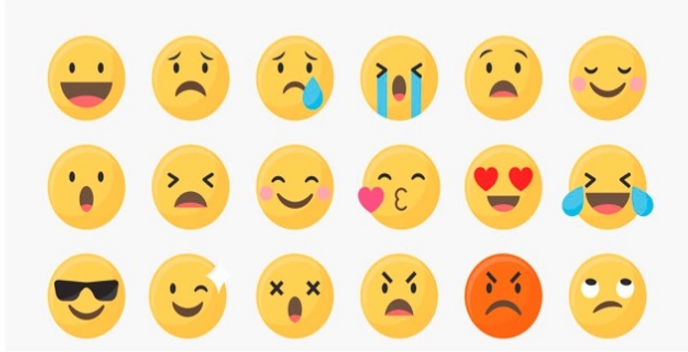
- Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.
- Repeat and write their words.

Answers may include: a boy, a doctor, a foot, a girl, mask, sprain, fell, etc.

More advanced students can be encouraged to make complete sentences:

There is one doctor. There is a girl on the floor.

What do you see?



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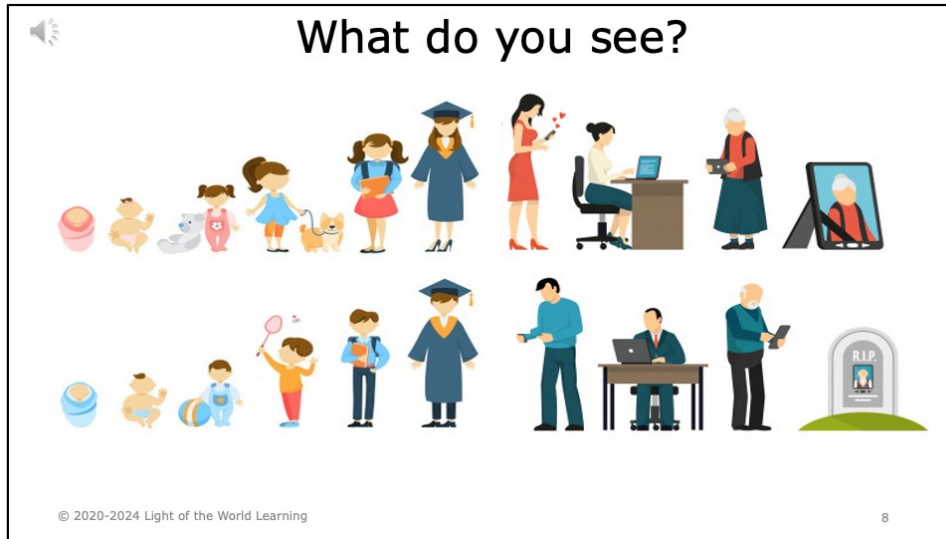
### 1D. Discuss Theme Picture

- Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.
- Repeat and write their words.

Answers may include: [happy](#), [sad](#), [love](#), [angry](#), [smile](#), [cry](#), etc.

More advanced students can be encouraged to make complete sentences:

[There are many feelings.](#) [The first face is happy.](#)



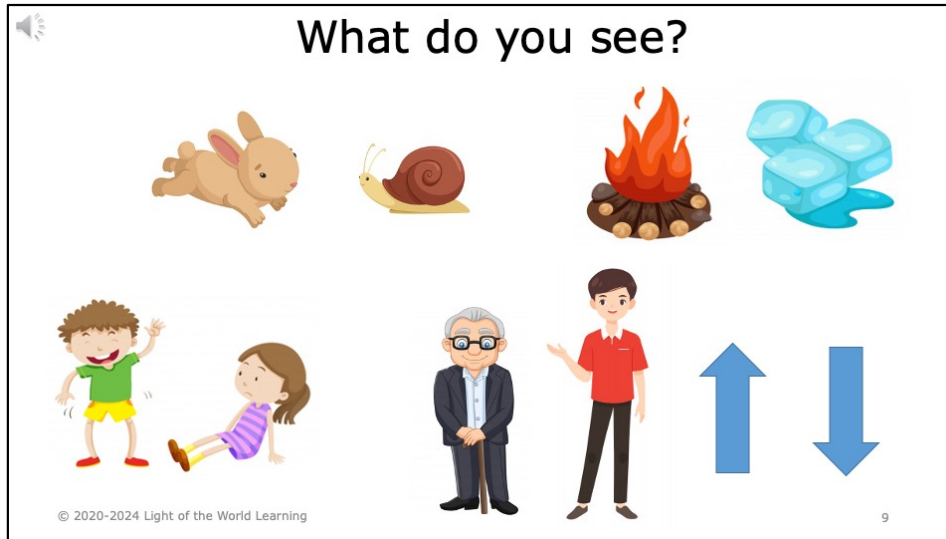
### 1E. Discuss Theme Picture

- Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.
- Repeat and write their words.

Answers may include: [birth](#), [grow](#), [graduate](#), [go to school](#), [marry](#), [die](#), [work](#), [job](#), etc.

More advanced students can be encouraged to make complete sentences:

[The children went to school.](#) [The grandparents died.](#)



### 1F. Discuss theme picture

- Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.
- Repeat and write their words.

Answers may include: opposites such as: **big, small, happy, sad, hot, cold, young, old, tall, short, up, down, fast, slow**, and nouns such as: **rabbit, snail, fire, ice, boy, girl, man, arrows**, etc.

More advanced students can be encouraged to make complete sentences:


**The boy is happy, but the girl is sad. The rabbit is faster than the snail.**

**Listen and repeat.**

|                     | Question ?  | Positive + | Negative -            |
|---------------------|-------------|------------|-----------------------|
| 2nd Person Singular | Can you...? | I can      | I cannot<br>I can't   |
| 3rd Person Singular | Can he...?  | He can     | He cannot<br>He can't |

1. Can you swim well? Yes, I can.

2. Can he run a mile? No, he cannot.



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## 2A. Grammar

**Can** is used to describe ability and make polite requests.


**Cannot** is spelled as one word without a space.

**Can** is a modal (helping) verb and does not need an **S** in the 3<sup>rd</sup> person: "He can." NOT "He cans."

Listen and repeat.

|              |               |                      |
|--------------|---------------|----------------------|
| 1st - first  | 6th - sixth   | 20th - twentieth     |
| 2nd - second | 7th - seventh | 21st - twenty-first  |
| 3rd - third  | 8th - eighth  | 22nd - twenty-second |
| 4th - fourth | 9th - ninth   | 30th - thirtieth     |
| 5th - fifth  | 10th - tenth  | 31st - thirty-first  |

A. I live on the third floor.  
 B. My son is in fourth grade.  
 C. He won first place in the race.  
 D. Her birthday is on May fifth.  
 E. We celebrate our 25th anniversary this year.



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## 2B. Grammar and Vocabulary Practice

Note: Ordinal numbers are often used for **dates, grades, floors in a building, and sequences.**

The ordinal numbers for 4 and 6-19 just add "th" to the end of the number, but **Ninth** drops the letter e.

Numbers that end in y change the y to ie before the th.

Abbreviations are the number followed by the last two letters of the word: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>

| Subject Pronoun |                           |                           | Object Pronoun |
|-----------------|---------------------------|---------------------------|----------------|
| I               | I am a teacher.           | Jesus loves <b>me</b> .   | me             |
| you             | <b>You</b> are a student. | Jesus loves <b>you</b> .  | you            |
| he              | <b>He</b> is old.         | Jesus loves <b>him</b> .  | him            |
| she             | <b>She</b> is young.      | Jesus loves <b>her</b> .  | her            |
| it              | <b>It</b> is the earth.   | Jesus loves <b>it</b> .   | it             |
| we              | <b>We</b> are sad.        | Jesus loves <b>us</b> .   | us             |
| they            | <b>They</b> are tired.    | Jesus loves <b>them</b> . | them           |

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## 2C. Grammar.

Review the subject and object pronouns we have learned in previous lessons.

Subject pronouns often start sentences, **before** the verb.

Object pronouns are often at the end or middle of sentences **after** the verb.

Object pronouns are used in place of the person or thing that is receiving the action in a sentence (Jesus loves **Steve**; Jesus loves **him**. I am talking to **Anna**; I am talking to **her**).

| Subject Pronoun | Possessive Adjective | Sentence   |
|-----------------|----------------------|--|
| I               | my                   | I brush my teeth.  |
| you             | your                 | You close your eyes.   |
| he              | his                  | He opens his mouth.  |
| she             | her                  | She brushes her hair.  |
| it              | its                  | It moves its ears.  |
| we              | our                  | We raise our hands.  |
| they            | their                | They wash their feet.  |

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## 2D. Grammar

Use the sentences to show the difference between the subject use and the possessive adjective.

Adjectives describe nouns and pronouns. Possessive adjectives tell who owns the noun or pronoun.

Note: **Its** and **it's** can be confusing. Remind students that **it's** (with an apostrophe) is a contraction for **it is**. **Its** is a possessive adjective for **it**.



## Listen and repeat.

|    | Good news              | Response          |
|----|------------------------|-------------------|
| 1. | I'm healthy!           | That's wonderful! |
| 2. | We feel better.        | That's great!     |
| 3. | My friend is well now. | Praise the Lord!  |



### 2E. Grammar


**Note: This chart shows appropriate responses to good news.**

**Act out the news and response in pairs, with feeling!**

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

**Listen and repeat.**

|    | Bad news              | Response                    |
|----|-----------------------|-----------------------------|
| 1. | I have a headache.    | I'm sorry to hear that.     |
| 2. | She has a broken arm. | That's awful. Can I help?   |
| 3. | My son has a fever.   | That's too bad. Let's pray. |



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**2F. Grammar**

**Note: This chart shows appropriate responses to bad news.**

**Act out the news and response in pairs, with feeling!**

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



## Listen and repeat.

| Subject Pronoun | Object Pronoun | Possessive Adjective |
|-----------------|----------------|----------------------|
| I               | me             | my                   |
| you             | you            | your                 |
| he              | him            | his                  |
| she             | her            | her                  |
| it              | it             | its                  |
| we              | us             | our                  |
| they            | them           | their                |

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### 2G. Grammar

**Note: Review the pronouns. Possessive adjectives are often used with body parts.**

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

## Listen and repeat.

| Was/Were   | Question ?       | Affirmative + | Negative -                          |
|------------|------------------|---------------|-------------------------------------|
| Singular 1 | Was she tired?   | Yes, she was. | No, she was not.<br>No, she wasn't. |
| Plural 2+  | Were you asleep? | Yes, we were. | No, we were not.<br>No, we weren't. |

1. Was he bored? Yes, he was.

2. Were they tired? No, they weren't.



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## 2H. Grammar

**Was** indicates singular nouns.

**Were** indicates plural nouns (**You** is always used with a plural verb, even though it can be singular or plural).

Spoken English usually uses the contraction forms. Written English uses the full forms.

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

**Listen and repeat.**

|            | Question ?                | Affirmative +           | Negative -  |
|------------|---------------------------|-------------------------|---|
| Singular 1 | <b>Did</b> he graduate?   | He graduated <b>.</b>   | He <b>did not</b> graduate.<br>He <b>didn't</b> graduate.     |
| Plural 2+  | <b>Did</b> they graduate? | They graduated <b>.</b> | They <b>did not</b> graduate.<br>They <b>didn't</b> graduate. |

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## 2I. Grammar – Simple Past Tense Regular Verbs

**Most verbs have -ed on the end in the simple past tense. These -ed verbs are called Regular Verbs.**

Spoken English usually uses the contraction forms. Written English uses the full forms.

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

## 🔊 Irregular Verbs - Listen and repeat.

| Base form | Simple past | Sentence                             |
|-----------|-------------|--------------------------------------|
| buy       | bought      | I <b>bought</b> two hot drinks.      |
| do        | did         | We <b>did</b> a big job.             |
| go        | went        | They <b>went</b> to the small house. |
| have      | had         | I <b>had</b> a big breakfast.        |
| say       | said        | He <b>said</b> the cup was empty.    |
| see       | saw         | We <b>saw</b> the soft sofa.         |

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### 2J. Grammar

Note: Most English verbs add **-ed** to the end to make them past tense. However, many common verbs have irregular forms and do **not** end in **-ed**.

These are called irregular verbs. Irregular verbs must be memorized. See the appendix for a list of the 40 common irregular verbs. It is important for students to learn these 40 irregular forms.

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



## Listen and repeat.

| Question ?                                  | Negative -                             | Affirmative +                  |
|---|--|--------------------------------|
| Did you <b>have</b> a hot drink yesterday?  | No, I <b>didn't have</b> a hot drink.  | I <b>had</b> a cold drink.     |
| Did he <b>buy</b> a big meal?               | No, he <b>didn't buy</b> a big meal.   | He <b>bought</b> a small meal. |
| Did they <b>see</b> an old man at the door? | No, they <b>didn't see</b> an old man. | They <b>saw</b> a young man.   |

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### 2K. Grammar – Simple Past Tense Irregular Verbs

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

Describe Sarah's day in the past tense.

1. What did she say?
2. What did she do?
3. What did she have?
4. What did she see?
5. Where did she go?
6. What did she buy?

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## 2L. Grammar and vocabulary practice

Describe the picture with simple sentences: Sarah has a small daughter and a big son.

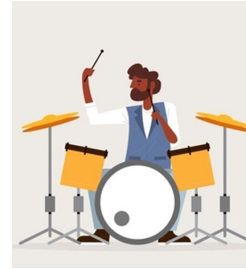
Ask the students to answer the questions using the past tense. Answers may vary.

1. She said, "I love my family!"
2. She did the dishes.
3. She had a salad.
4. She saw her children.
5. She went to the grocery store.
6. She bought food.



## Conversation Questions A

1. Can you play a musical instrument?
2. Where did you go yesterday? Why?
3. When did you have a headache or stomachache?
4. Are you happy or sad today? Why?
5. What did you see yesterday?
6. What did you have for breakfast?



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### 3A. Conversation Practice – Pair work

With a partner, students will practice asking and answering the questions. Student A will ask the questions on this slide, student B will ask the questions on the following slide.

Answers will vary.



## Conversation Questions B

1. What is the date today?
2. Did you have a hot or cold drink today?  
What kind of drink did you have?
3. What did you buy last month?
4. When did you pass a test?
5. What did you do this morning?
6. Are you taller or shorter than me?

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### 3B. Conversation Practice – Pair work

With a partner, students will practice asking and answering the questions. Student B will ask the questions on this slide. Student A will ask the questions on the previous slide.

Answers will vary.



## Listen and repeat.

|                     |                |                     |
|---------------------|----------------|---------------------|
| <b>1. /br/</b>      | <b>2. /dr/</b> | <b>3. /sk/ (sc)</b> |
| brother             | draw           | scale               |
| bread               | drink          | scan                |
| <b>4. /sk/ (sk)</b> | <b>5. /sp/</b> | <b>6. /gl/</b>      |
| skate               | spoon          | glasses             |
| sky                 | speak          | glad                |

- A. My brother can draw with his left hand.  
B. I see a scale, a skate, and a spoon.

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### 4A. Pronunciation- Sound and Spelling

- Model:** Say the sound several times while pointing to it. Then say the sound and quickly read the two examples. pointing to each item as you read it. Students just watch and listen.
- 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. Then read the sentences at the bottom of the slide.
- Solo:** Call on individuals to say a sound and its word group. Give lots of praise.



## Listen and repeat.

|                                      |                  |                                    |
|--------------------------------------|------------------|------------------------------------|
| <b>7. /gr/</b>                       | <b>8. /-sk/</b>  | <b>9. /-ed/<br/>pronounced /d/</b> |
| grocery                              | ask              | loved                              |
| hungry                               | desk             | tried                              |
| <b>10. /-ed/<br/>pronounced /id/</b> | <b>11. /-rd/</b> | <b>12. /-rk/</b>                   |
| hated                                | bird             | work                               |
| wanted                               | third            | fork                               |

- A. I wanted to go to the third floor of the grocery store.  
B. She loved to work at her desk.

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### 4B. Pronunciation- Sound and Spelling

- Model:** Say the sound several times while pointing to it. Then say the sound and quickly read the two examples, pointing to each item as you read it. Students just watch and listen.
- 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. Then read the sentences at the bottom of the slide.
- Solo:** Call on individuals to say a sound and its word group. Give lots of praise.



Say the word and the stress pattern.

| A | B | C | D | E |
|---|---|---|---|---|
| — | — | — | — | — |
|   | - | - | - | - |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |

- |             |                |
|-------------|----------------|
| 1. knees    | 7. divorced    |
| 2. neighbor | 8. energetic   |
| 3. eyes     | 9. stomachache |
| 4. noses    | 10. cooked     |
| 5. backache | 11. younger    |
| 6. graduate | 12. softer     |

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#### 4C. Hum the stress.

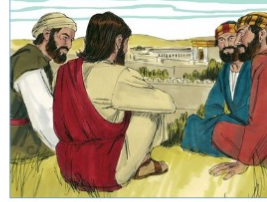
- 1. Model the first word:** Hum the A pattern and then say “**Knees, A**”
- 2. Repeat:** students repeat words after you in unison.
- 3. Solo:** call on individuals to say the words and pattern letters.

#### Answers:

1. knees A
2. neighbor B
3. eyes A
4. noses B
5. backache B
6. graduate D
7. divorced C
8. energetic E
9. stomachache D
10. cooked A
11. younger B

12. softer B

## Answer the questions



1. What is the greatest law?
2. What is the second law?
3. What new law did Jesus give to all His disciples?
4. If we love each other, what will other people know about us?
5. How can you love God with all your heart, soul, mind and strength?

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### **5A. Bible Reading Questions**

Ask the questions and discuss as a group. For questions 1-4 you may go back to the story to help them find the answer.

Answers:

1. To love God.
2. To love your neighbor.
3. Love one another.
4. They will know we are disciples of Jesus.

For question 5, answers will vary.

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



## Answer the questions.

1. What are Jesus' disciples to do when they receive power from the Holy Spirit?
2. What did the angels promise?
3. Why do you think Jesus went back to heaven?
4. How do you prepare yourself for the return of Jesus?



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### 5B. Story Questions

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

#### Answers:

1. Tell people about Jesus in Jerusalem and all over the earth.
  2. Jesus will come again in the same manner they saw him go.
- For questions 3 and 4, answers will vary.

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



## Answer the questions



1. What were the disciples doing when the Holy Spirit came?
2. What happened when the disciples were filled with the Holy Spirit?
3. Why did Peter say the people must be sorry for their sins?
4. How can we receive the gift of the Holy Spirit?

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### 5C. Story Questions

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

Answers:

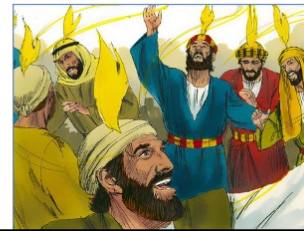
1. They were praying.
2. They began to talk in other languages.
3. God will forgive their sins.
4. We ask Jesus. Answers will vary.

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



## Answer the questions

1. What did Jesus promise to His disciples?
2. Who helps us to learn things from God?
3. Why can only those who believe in Jesus receive the Holy Spirit?
4. Do you want to have the Holy Spirit?



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### 5D. Bible Reading Questions

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

#### Answers:

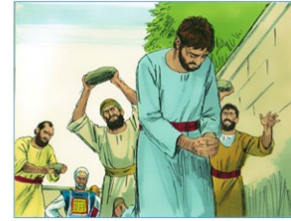
1. He promised to send the Holy Spirit to help them.
2. The Holy Spirit.
3. Jesus will ask the Father to give the Holy Spirit only to those who believe in him, and unbelievers do not see him or know him.
4. Answers will vary.

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



## Answer the questions.

1. What did Stephen tell the religious leaders?
2. What did Stephen see when he saw heaven open?
3. Why were the religious leaders angry with Stephen?
4. How can we follow Stephen's example?



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### 5E. Story Questions

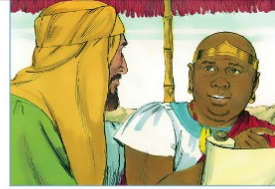
Ask the questions and discuss as a group. For questions 1, 2, 3 you may go back to the story to help them find the answer.

Answers:

1. He told them how God had helped their ancestors even though they sinned against him.
2. He saw the Son of Man at the right side of God.
3. They did not want to listen to Stephen any more.
4. Answers will vary.

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

## Answer the questions



1. What was the important leader doing when Philip saw him?
2. How did Philip help the important leader?
3. Why did the important leader ask to be baptized?
4. How can you be like Philip?
5. What do you like about this story?

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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. He was riding a cart. He was reading the Word of God.
2. Philip taught him the Word of God.
3. Philip taught him about Jesus and he asked to be baptized when he saw the water.
4. & 5. Answers will vary.

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

 Listen and write one word per line.

|     |  |  |
|-----|--|--|
| 1.  |  |  |
| 2.  |  |  |
| 3.  |  |  |
| 4.  |  |  |
| 5.  |  |  |
| 6.  |  |  |
| 7.  |  |  |
| 8.  |  |  |
| 9.  |  |  |
| 10. |  |  |
| 11. |  |  |
| 12. |  |  |

|         |         |
|---------|---------|
| bread   | bring   |
| scan    | sky     |
| desk    | hated   |
| loved   | hungry  |
| grocery | bark    |
| bird    | fork    |
| spine   | tried   |
| glad    | brother |
| draw    | spoon   |
| speak   | scale   |

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## 6. Activities - Dictation

This exercise practices the target sounds from each lesson. Read the words and sentences below and have students listen and write the words. Check spelling.

1. Draw, draw (I like to draw trees.) draw
2. Bread, bread (I bring bread to my brother.) bread
3. Speak, speak (She likes to speak English.) speak.
4. Sky, sky (The sky is blue.) sky
5. Scan, scan (I visited the doctor for a knee scan.) scan
6. Glad, glad (I am glad you came.) glad
7. Hungry, hungry (She was hungry after exercising.) hungry
8. Desk, desk (The student sat at her desk.) desk
9. Hated, hated (He hated vegetables when he was a boy.) hated
10. Tried, tried (She tried her best to do well in the test.) tried
11. Bird, bird (I saw a red bird in the garden.) bird
12. Bark, bark (The dog began to bark when he saw the cat.) bark

## Songs - Listen and write.



1. Love your sister and your \_\_\_\_\_. Love the stranger and the \_\_\_\_\_. Love your \_\_\_\_\_ as yourself.



2. And \_\_\_\_\_ and ears and mouth and \_\_\_\_\_  
Head and shoulders \_\_\_\_\_ and \_\_\_\_\_.



3. I was \_\_\_\_\_ but now I sing. I was sinful but now I'm \_\_\_\_\_. Since the \_\_\_\_\_ came into my life.

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### 7. Songs

Students will listen to the songs they learned and write the missing words.

Answers:

1. Love your sister and your **brother**. Love the stranger and the **other**. Love your **neighbor** as yourself.
2. And **eyes** and ears and mouth and **nose**. Head and shoulders **knees** and **toes**.
3. I was **sad** but now I sing. I was sinful but now I'm **clean**. Since the **Holy Spirit** came into my life.



## First Review Quiz

Take the listening, speaking and writing quiz with your teacher.

Listen to the questions 1-7 and say your answers.  
Then look at the picture and write 3 sentences about it.

### First Review Quiz – Listening, Speaking, and Writing

There are two quizzes students will take to review. **Print or make a copy of the Rubric found on slide 41 to score the student's answers.** The teacher will give the speaking, listening and writing quiz by asking the student the following questions. Encourage the student to answer in a complete sentence. Answers will vary.

- 1. Where did you go yesterday?**
- 2. When did you have a headache or stomachache?**
- 3. Can you play an instrument?**
- 4. Did you have a hot or cold drink today? What kind of drink did you have?**
- 5. Are you taller or shorter than me?**
- 6. Am I older or younger than you?**
- 7. What is the date today? (Must use ordinal number, e.g. March 1<sup>st</sup>.)**
- 8. Write three sentences about one theme picture.** (The teacher may chose any one theme picture from slides 4 to 9 for the

student to use in this writing exercise). The student may write on paper or an electronic device.

The second quiz (found on the next slide) is online with automatic scoring. Students may do the second quiz for homework.



## 1 & 2 Homework

1. Read the next lesson's Bible verses: [Acts 9:36-43](#)
2. Take the [quiz](https://forms.gle/qjRajGyumrYN4JVe9) at <https://forms.gle/qjRajGyumrYN4JVe9> and write your score here \_\_\_\_

If your score is not good, practice more. Then take the quiz again, and write your new score here \_\_\_\_

### 8A. Homework 1 and 2

1. 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.
2. Go over how to take the quiz, to be sure the student understands what to do. If you would like to see the students' results, please make a copy of the quiz at [https://docs.google.com/forms/d/1sdcPxx\\_VhbsEcbdvYONZU4nK KbuA6HF9RI4DGenXEE/copy](https://docs.google.com/forms/d/1sdcPxx_VhbsEcbdvYONZU4nK KbuA6HF9RI4DGenXEE/copy) and then send students the new link to YOUR copy of the quiz. Encourage students to look at their quiz results and practice areas that they missed. They may take the quiz again if needed.





### 3. Homework - Now I Can...

- I can use **can/can't**.
- I can use ordinal numbers.
- I can use possessive adjectives and object pronouns.
- I can describe illnesses or injuries.
- I can respond to good and bad news.
- I can use past tense of regular and some irregular verbs.

#### **8B. Homework 3 – 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!

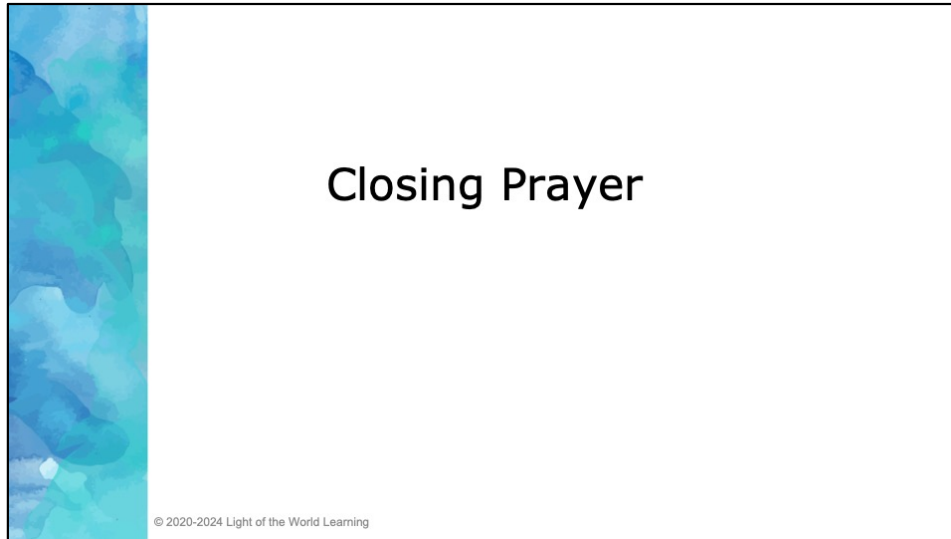
**LOTW A1 Rubric for Listening, Speaking and Writing Quiz**

Student Name:  
 Score for Listening, Speaking and Writing:  
 Score for Multiple Choice Quiz:  
 Total Score:

Date:

| Listening and speaking | Question  | Good - 3 points<br>Answer is correct, clear and complete.   | Okay - 1 point<br>Answer is correct, but unclear or incomplete.   | Not acceptable - 0 points<br>Answer is not correct.        |
|------------------------|---|---|---|--|
| <b>Examples:</b>       | Are you an adult?                                 | Yes, I am an adult.   | Yes. <b>OR</b> Adult am.  |  |
|                        | 1. What are you wearing today? What am I wearing? |   |   |  |
|                        | 2. Where are you from? Where am I from?           |   |   |  |
|                        | 3. Which places do you like to visit?             |   |   |  |
|                        | 4. How long is your English class?                |   |   |  |
|                        | 5. What are you doing tomorrow?                   |   |   |  |
|                        | 6. Are you sneezing now?                          |   |   |  |
|                        | 7. What animals live near you?                    |   |   |  |
|                        | 8. Write 3 sentences about the theme picture.     | <b>Good - 3 points</b><br>Answer is correct, clear and complete. Sentence begins with a capital letter and ends with punctuation. | <b>Okay - 1 point</b><br>Answer is correct, but incomplete. Sentence is missing capital letters or punctuation. | <b>Not acceptable - 0 points</b><br>Answer is not correct. |
|                        | <b>Examples:</b>                                  | I see a family.<br>This is a man.<br>They are animals.  | see family.<br>This is man<br>they are animals  |  |
|                        | Sentence 1.                                       |   |   |  |
|                        | Sentence 2.                                       |   |   |  |
|                        | Sentence 3.                                       |   |   |  |
|                        | <b>Total Points out of 30</b>                     |   |   |  |

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### 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](https://LightOfTheWorldLearning.org)



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## Appendix



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

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