

Teacher's Notes:

Bible Reading: Peter Preaches to Cornelius – [Acts 10:1-48](#)

Theme: Leisure Activities

Pronunciation: /pr/ and /st/

Grammar:

- Like vs. would like

Preparation:

- Pray
- Read Acts 10:1-48
- Preview slides and song
- Optional: Bring pictures of various leisure activities - playing sports, walking, camping, etc.



Pray, Review, and Preview

Bible Reading: Peter Preaches to Cornelius – [Acts 10:1-48](#)

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Pronunciation: /pr/ and /st/

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- “Like” vs. “would like”

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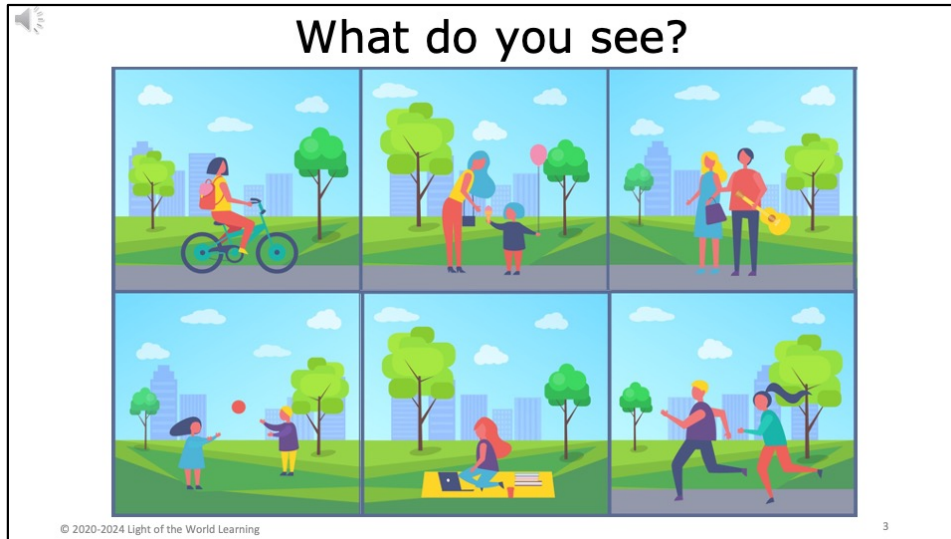
Pray

Pray for the class. You may want to thank God for his care for us ([1 Peter 5:7](#)).

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 [Acts 10:1-48](#) in their native languages in preparation for the lesson.

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



1A. Discuss Theme Picture




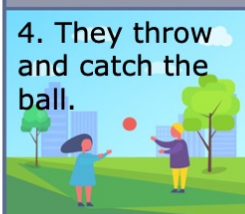
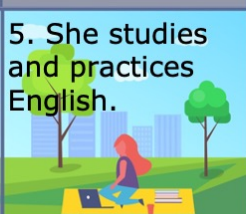

- Ask "What do you see in this picture?" and "What else?"
- Repeat and write their words.

Answers may include: ride a bicycle, eat ice cream, walk in the park, throw, catch, study, exercise, run, street, park, etc.

More advanced students can be encouraged to make complete sentences:

They like to exercise in the park. She likes to study and sit outside.

What do you see?

1. She rides a bike on the street. 	2. They stand in the park. 	3. They walk and carry a guitar. 
4. They throw and catch the ball. 	5. She studies and practices English. 	6. They run and exercise. 

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1B. Show Theme Picture Words.

Please show the names of the theme picture items to the students briefly.

These words can be studied for homework.

Practice of vocabulary begins with the following slide.

Listen and repeat.





1	2	3	4
			
a field	a stadium	a student	a street
fields	stadiums	students	streets

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2A. Vocabulary (nouns)

- 1. Say the new words in a simple sentence:** *"This is a field."* 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 and the article that goes with it several times,** as you indicate the object. For example, say: *a field, a field, a field.* 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 is a field."*
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Where's the stadium? Is this a street?*

Listen and repeat.

5 	6 	7 	8 
to throw	to catch	to kick	to practice
I throw the ball.	He catches the ball.	She kicks the ball.	I practice English.

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2B. Vocabulary (verbs)

The verb forms on the top line are in the infinitive form. For example, "to throw" and "to practice." Verbs are conjugated according to their tenses. Verb tense indicates when the action in a sentence is happening (e.g., in the present, future, or past). Regular verbs follow a standard pattern when conjugated according to tense.





1. Say the new words in the infinitive form: "to throw" 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 verb in the infinitive form several times, as you indicate the object. For example, say: *to throw, to throw, to throw.* Have your students then repeat the words after you several times.

3. Say the verb in a sentence. Have students repeat after you each time, *"I throw the ball."*

4. Check students' comprehension by asking direct questions. For example, *What are they doing?*

Listen and repeat.

9	10	11	12
			
to exercise	to stand	to study	to walk
They are exercising.	They are standing.	She studies all day.	They are walking.

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2C. Vocabulary (verbs)

The verb forms on the top line are in the infinitive form. For example, "to exercise." Verbs are conjugated according to their tenses. Verb tense indicates when the action in a sentence is happening (e.g., in the present, future, or past). Regular verbs follow a standard pattern when conjugated according to tense.

- 1. Say the new words in the infinitive form:** *"to exercise"* 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 verb in the infinitive form several times,** as you indicate the object. For example, say: *to exercise, to exercise, to exercise.* Have your students then repeat the words after you several times.
- 3. Say the verb in a sentence.** Have students repeat after you each time, *"They are exercising."*
- 4. Check students' comprehension by asking direct questions.** For example, *What are they doing?*

Like and Would Like: Listen and repeat.

Question ?	Positive +	Negative -
Do you like to play soccer?	Yes, I always like to play soccer.	No, I don't like to play soccer.
Does he like to exercise?	Yes, he likes to exercise every day.	No, he doesn't like to exercise.
Would you like to practice now?	Yes, I'd like to practice.	No, I wouldn't like to practice.
Would she like to walk tomorrow?	Yes, she'd like to walk.	No, she wouldn't like to walk.

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2D. Grammar

We use "like" to talk about things we always like:

What do you like to do on weekends?

I like to play soccer.

We use "would like" to talk about things we want to do in the future or to offer something:

I would like to get some coffee.

He would like to leave soon.

Would you like some tea?

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

Spoken English usually uses the contraction forms (I'd, you'd, he'd, wouldn't). Written English usually uses the full forms (I would, you

would, would not).



Quotation marks “ ” and commas ,

Quotation marks show the words someone said. Commas go between the words **said** or **asked** and the quotation marks.

Jesus said, “Every person who believes in me will be saved.”

God said, “I have heard your prayers.”

Jesus asked, “Who do you say I am?”

Peter said, “You are the Christ, the son of the living God.”

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2E. Grammar

Note, the first word of the quotation is capitalized and the end punctuation mark is usually placed **before** the final quotation mark. Quotations often follow the word **said** or **asked**, but other words can also be used to indicate speech (shouted, cried, answered, etc.)

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



Listen and repeat.

A: What do you like to do in your free time?

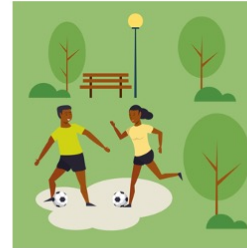
B: I like to **exercise** and **play soccer**. What do you like to do?

A: I like to **watch movies** and **practice English**.

B: Would you like to **watch a movie** now?

A: No, I'd rather **go outside**. It's a beautiful day. Let's go **to the park**.

B: Great idea!



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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).

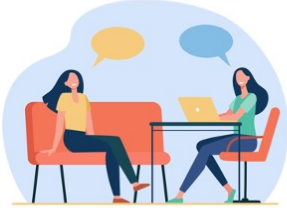
4. Once students can do both parts, **encourage free conversation.**

 Listen and repeat.

A: Would you like to go to the stadium to watch the game?

B: No, thank you. I have to study now. But we could kick the ball around the field or play catch later.

A: That sounds great! I like to exercise. I'm going to walk to the stadium now.



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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.**



Listen and repeat.

1. /pr/	2. /st/	3. Challenge
pray	student	
praise	start	
practice	stop	
prefer	study	
problem	street	

- A. I'd prefer to practice after we pray.
B. The cars stop and start in the street.

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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 **pr** and say /pr/ /pr/ /pr/. **Then say the sound and quickly read the entire list, pointing to each item as you read it** (/pr/ pray, praise, practice, prefer, problem).
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.

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.

A. 	B. 	C. 
pray	study	exercise
street	practice	stadium
stand	student	practicing
walk	catches	studying

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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.



Peter Preaches to Cornelius [Acts 10:1-48](#)



There was a man named Cornelius. He was not a Jew. He was a good man and worshiped the true God. He prayed to God and did good things for other people.

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5A. Read Story:

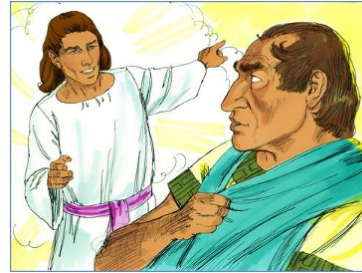
Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand.

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board 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.



One day, Cornelius had a vision.
An angel from God came to him.

The angel said, "God has heard
your prayers. God knows about
your faith and the good things you do. Now send some men to
Joppa to find Peter and bring him to you."



Cornelius obeyed the angel.

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5B. Read Story:

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



The next day at noon, Peter was praying. He had a vision, too. It was a strange vision. He did not know what it meant.

Peter saw a big cloth sheet coming down from the sky. The sheet had all kinds of animals, snakes, and birds on it.



5C. Read Story:

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



A voice said, "Get up, Peter. Kill them and eat them."

But Peter said, "No. I do not eat things which are unclean."

The voice said, "It is all right. God has made all these things clean." This happened three times. Then Peter could not see the sheet any more.



5D. Read Story:

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Peter was thinking about the vision. Then the men from Cornelius came to his house.

The Holy Spirit said to Peter, "Go with them. Do not ask any questions because I have sent them to you."

It was against Jewish law to visit non-Jewish people. The Jews thought those people were unclean. But God showed Peter that he should not call anyone unclean.



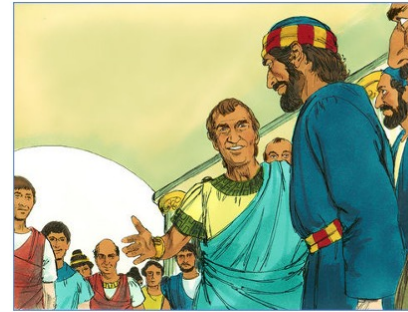
5E. Read Story:

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



The next day, Peter went with the men to Cornelius' house. Peter said, "I had a strange vision. Now I know what the vision means.

All people are the same in God's eyes. It is not important what country they are from. It is not important what tribe they are from. Jesus came to earth and died for all people. Every person who believes in Jesus will be saved. God will forgive their sins."

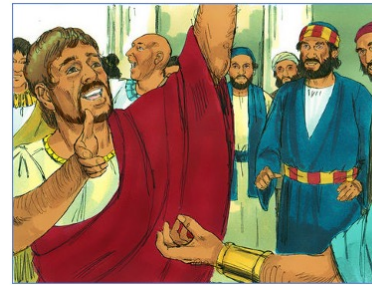


5F. Read Story:

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



The Holy Spirit came upon the people as Peter was preaching. Peter saw this. He said, "These foreign people received the Holy Spirit just as we Jews did." So Peter told them to be baptized in the name of Jesus.



This is an important story. God wants us to know that Jesus did not die just for the Jews. Jesus died for every person. This is good news for all people in the whole world.

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5G. Read Story:

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Answer the questions.

1. Who was Cornelius?
2. What did Peter learn from the vision of the animals?
3. Why does God want all people to hear about Jesus?
4. How does God want us to treat people who are different from us?



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5H. 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.

Note: Jews did not eat the meat of pigs, snakes or other unclean animals. They did not associate with people who were not Jewish or ate unclean food. But God showed Peter that he should not call anyone unclean. He gives the Holy Spirit to people of all nationalities.


Answers:

1. Cornelius was not a Jew, but he was a good man who worshiped the true God. He prayed to God and did good things for other people.
2. Peter understood that all people are the same in God's eyes. It doesn't matter what country someone is from or what tribe they are from. Jesus came to earth and died for all people.
3. God wants us to know that Jesus died for every person and that

every person who believes in Jesus will be saved. God will forgive their sins.

For question 4, answers will vary.

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

 Listen and fill in the blanks.

pray	student	praise	start	problem
stop	prefer	street	study	practice

One evening, a _____¹ named David got on his knees to _____² about his _____³. He would _____⁴ to play ball on the _____⁵ than to _____⁶. His mom wanted him to stop playing and do better in school, but he loved to play football. He began to _____⁷ the Lord and waited for an answer. The quiet voice of the Holy Spirit then spoke to him. David decided to wake up early every morning to study and _____⁸ football in the afternoon.

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6A. Activities - Dictation of sound/spelling words

Read the story 3 times as students listen and fill in the words. They can write the answers 1-8 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

Script:

One evening, a student named David got on his knees to pray about his problem. He would prefer to play ball on the street than to study. His mom wanted him to stop playing and do better in school, but he loved to play football. He began to praise the Lord and waited for an answer. The quiet voice of the Holy Spirit then spoke to him. David decided to wake up early every morning to study and practice football in the afternoon.

Write questions and ask your partner.

Questions	Answers
1. Where would you like to go?	I'd like to go to Asia.
2. What would you like _____	
3. Do you like _____	
4. Do your friends like _____	
5. When would you like _____	
6. Do you prefer _____ or _____	
7. Why do you practice _____	

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6B. Activities – Pair work

First, ask students to complete writing the questions with their own words. Be sure they put a question mark at the end. Number 1 is an example.





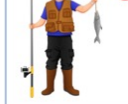
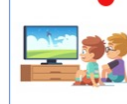






Their questions will vary, but may include:

2. What would you like to do today?
3. Do you like to exercise?
4. Do your friends like to watch movies?
5. When would you like to play catch?
6. Do you prefer to walk or to run?
7. Why do you practice so late at night?

Then ask students to interview a partner and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.

Describe pictures with questions or negatives using **would like**.

1. ? 	2. X 	3. ? 	4. X 	5. ? 	6. ? 
7. X 	8. ? 	9. X 	10. X 	11. ? 	12. ? 

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6C. Activities

Ask students to describe pictures with **would ___ like** (indicated with a question mark) or **wouldn't like** (indicated with an X). Answers may vary slightly from the ones below.

Answers:

1. Would they like to exercise?
2. He wouldn't like to kick the ball.
3. Would you like fruit or a burger?
4. The man wouldn't like to stand.
5. Would he like to catch a fish?.
6. Would they like to watch TV?
7. He wouldn't like to study.
8. Would they like to go to the stadium?
9. He wouldn't like to walk.
10. He wouldn't like to throw the ball.
11. Would they like to cross the street?
12. Would he like to practice the game?

Song: I Would Like to Read – Part 1

Come on brother and help me read.
I'd like to read the sweet story of love.
How the father created the heavens and earth,
And sent us his son from above.

Come on sister and help me read.
I'd like to read the sweet story of light.
How Jesus came to set the captives free,
And to give the blind people sight.

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7A. Songs

Note: This song's lyrics continue on the next slide.

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 words that students ask about on the board 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).

Song: I Would Like to Read – Part 2

Come on brother and help me read.
I'd like to read the sweet story of truth.
How Jesus was killed and rose again,
to save sinners like me and you.

Come on sister and help me read.
I'd like to read the sweet story of old.
How we can live forever in heaven with God,
singing his praises on the streets of gold.

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7B. Songs

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 words that students ask about on the board 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).



Homework 1 & 2

1. Read the next lesson's Bible passages: [John 14:3](#); [Acts 1:9-11](#); [1 Thessalonians 4:13-18](#), [5:1-4](#); and [Matthew 24:35-44](#) in your first language.
2. Write about five things you would or wouldn't like to do.
 - A. I'd like to eat sushi but I wouldn't like to eat a snake!
 - B.
 - C.
 - D.
 - E.
 - F.

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Homework 1 and 2 - Reading the next Bible lesson in L1, and writing five things 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.

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.

3A. Write the vocabulary words.					
1 	2 	3 	4 	5 	6 
a student					
students					
7 	8 	9 	10 	11 	12 

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Homework 3A – Write the vocabulary words with the pictures.

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

1. a student; students
2. to catch; He catches the ball.
3. to kick; She kicks the ball.
4. a street; streets
5. a stadium; stadiums
6. a field; fields
7. to exercise; They are exercising.
8. to practice; I practice English.
9. to stand; They are standing.
10. to study; She studies all day.
11. to walk; They are walking.
12. to throw; I throw the ball.

3B. Choose the vocabulary word.

prefer exercise study practice walk stand

<p>A. She wants to _____ all day.</p> 	<p>D. I would like to _____ tomorrow morning.</p> 
<p>B. I like to _____ my game.</p> 	<p>E. She likes to _____ home from school.</p> 
<p>C. We _____ tea to coffee.</p> 	<p>F. They like to _____ in the water.</p> 

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Homework 3B – Write and say sentences that describe someone or something.

- Answers:**
- A. study
 - B. practice
 - C. prefer
 - D. exercise
 - E. walk
 - F. stand

4. Mark the /st/ and /pr/ sounds. Then write and say the sentences.

A. The student said, "Eve lives on my street."	
B. The teacher said, "Start to work on the problem."	
C. Peter had a strange vision.	
D. She said, "Abe prefers to practice English."	
E. We pray and praise God.	
F. The coach said, "Practice and don't stop!"	

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

This homework practices writing, spelling, and pronouncing the /pr/ and /st/ sounds.

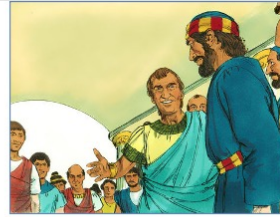
Answers:

- A. The student said, "Eve lives on my street."
- B. The teacher said, "Start to work on the problem."
- C. Peter had a strange vision.
- D. She said, "Abe prefers to practice English."
- E. We pray and praise God.
- F. The coach said, "Practice and don't stop!"

5. Homework – Who said it?

Peter **An angel** **A voice**

The Holy Spirit **Cornelius**



1. ___ said, "God has heard your prayers."
2. ___ said, "Get up, Peter. Kill them and eat them."
3. ___ said, "No, I do not eat things which are unclean."
4. ___ said, "Go with them."
5. ___ said, "These foreign people received the Holy Spirit just as we did."

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Homework 5 – Bible Story Review

Students may look back at the story to answer the questions.

Answers:

1. An angel said, "God has heard your prayers."
2. A voice said, "Get up, Peter. Kill them and eat them."
3. Peter said, "No, I do not eat things which are unclean."
4. The Holy Spirit said, "Go with them."
5. Peter said, "These foreign people received the Holy Spirit just as we did."

6. Homework – Choose 1 verse to memorize

A

God judges everyone the same. It doesn't matter who they are.

[Romans 2:11 ERV](#)



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Homework 6 – Memorize a Verse

Learners will get to choose A (from this slide) or B or C (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 a verse 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

B

Everyone who believes in Jesus will have their sins forgiven in his name. All the prophets agree that this is true.

[Acts 10:43 ERV](#)

C

Anyone who does not love does not know God, because God is love.

[1 John 4:8 ERV](#)

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Homework 6 – Memorize a Verse

Learners get to choose A (from previous slide) or B or C (this 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.



7. Homework

like

would like

doesn't like

do like

wouldn't like

don't like

- A. Would you _____ to kick the ball in the field?
- B. They _____ to paint tomorrow.
- C. He _____ to exercise every day.
- D. I _____ to walk to the stadium later.
- E. They _____ to praise the Lord all the time.
- F. The student _____ to practice her lessons.

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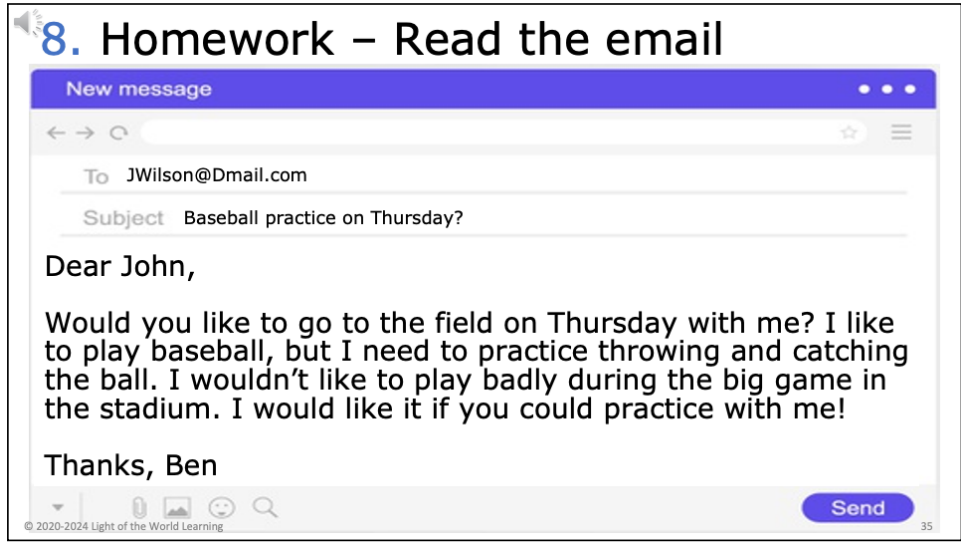
Homework 7 – Fill in the Blank

Use the words provided to fill in the blanks of the sentences. For example, write "I **like** to swim" or "I **don't like** to swim."

Answers:

- A. Would you like to kick the ball in the field?
- B. They would like/wouldn't like to paint tomorrow.
- C. He doesn't like to exercise every day.
- D. I would like/wouldn't like to walk to the stadium later.
- E. They like/do like/don't like to praise the Lord all the time.
- F. The student would like/wouldn't like to practice her lessons.

8. Homework – Read the email



The screenshot shows an email composition window with a blue header bar that says "New message". Below the header is a navigation bar with back, forward, and refresh icons, and a search icon. The email fields are as follows:

- To: JWilson@Dmail.com
- Subject: Baseball practice on Thursday?

The body of the email contains the following text:

Dear John,

Would you like to go to the field on Thursday with me? I like to play baseball, but I need to practice throwing and catching the ball. I wouldn't like to play badly during the big game in the stadium. I would like it if you could practice with me!

Thanks, Ben

At the bottom of the window, there is a toolbar with icons for attachments, images, emojis, and a search icon. A blue "Send" button is located on the right side. A small copyright notice "© 2020-2024 Light of the World Learning" is visible in the bottom left corner, and the number "35" is in the bottom right corner.

Homework 8 – Everyday Reading and Writing

Read the email and answer the questions on the next slide.



8. Homework – Answer the questions

- A. Where is Ben asking John to go?
- B. What does Ben like to do?
- C. What does Ben need to practice?
- D. What would Ben like?
- E. Where would you like to go with your friends?
- F. What do you like to play or watch?



8. Homework – Everyday Reading and Writing

Students will answer the questions about the email on the previous slide.

Answers:

- A. To the field
- B. To play baseball
- C. Throwing and catching the ball
- D. For John to practice with him
- For E and F Answers will vary.



9. Writing Exercise

Use quotation marks to write about things people said.

1. My teacher said, "Practice English every day!"
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

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Homework 9 – Writing exercise

Model. Write a sentence about something someone said. For example, My mother always said, "Be kind to other people."



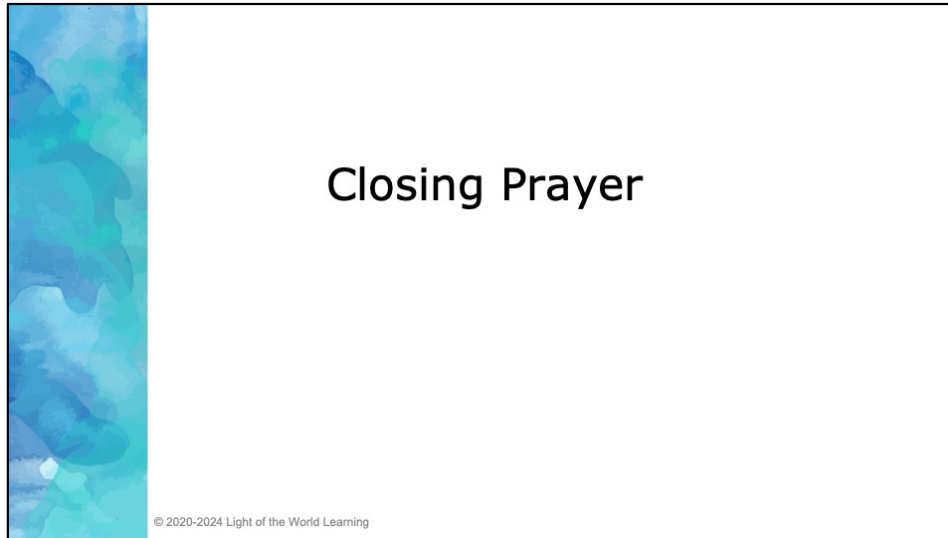
10. Homework – Now I can...

- I can talk about leisure activities.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use 'like' and 'would like' correctly.
- I can write quotation marks and commas correctly.
- I understand that God's word is for everybody.

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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