

Teacher's Notes:

Bible Reading: Jesus is coming again – [John 14:3](#); [Acts 1:9-11](#); [I Thessalonians 4:13-18](#), [5:1-4](#); [Matthew 24:35-44](#)

Theme: Weather

Pronunciation: /-lf/ and /-nd/

Grammar: Form of be + going to + verb – Jesus is going to return soon.

Preparation:

- Pray
- Read [John 14:3](#); [Acts 1:9-11](#); [I Thessalonians 4:13-18](#), [5:1-4](#); [Matthew 24:35-44](#)
- Preview slides and game.
- Optional: Bring samples of weather reports. For more information on teaching the future tense, see our webinar: <https://youtu.be/xVfiU6IAT4s>



Pray, Review, and Preview

Bible Reading: Jesus is going to return – [John 14:3](#); [Acts 1:9-11](#); [I Thessalonians 4:13-18](#), [5:1-4](#); [Matthew 24:35-44](#)

Theme: Weather

Pronunciation: /-lf/ and /-nd/

Grammar: Form of **be** + **going to** + **verb** – Jesus is going to return soon.

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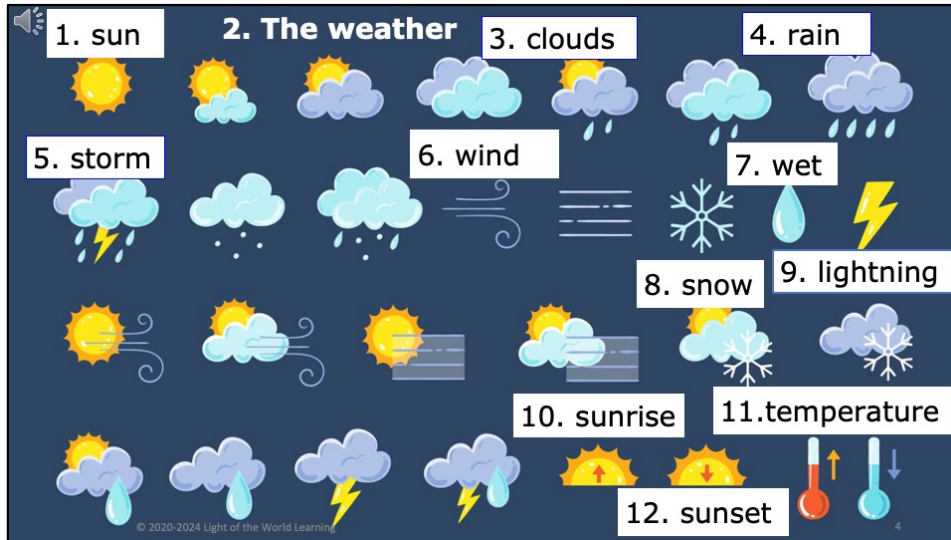
Pray

Pray for the class. You may want to thank the Lord for good weather.

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 [John 14:3](#); [Acts 1:9-11](#); [I Thessalonians 4:13-18](#), [5:1-4](#); and [Matthew 24:35-44](#) in their native languages in preparation for the lesson.

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



1B. Show Words for Theme Picture

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 cloud	a storm	a season	a tornado
clouds	storms	seasons	tornadoes

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2A. Vocabulary

Note: We use the pronoun "it" to talk about the weather with verbs or adjectives: It is raining. It was wet. It is going to snow. We use "There" to talk about weather with nouns: There is a flood. There was a tornado. There's going to be a drought.

1. Say the new words in a simple sentence: "This is a cloud." 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 cloud, a cloud, a cloud*. 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 cloud."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where's the cloud? Is this a tornado?*

Listen and repeat.

5	6	7	8
			
a flood	a drought	the wind	to rain
floods	droughts	winds	It is raining.

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2B. Vocabulary

Note: We use the pronoun “it” to talk about the weather with verbs or adjectives: It is raining. It was wet. It is going to snow. We use “There” to talk about weather with nouns: There is a flood. There was a tornado. There’s going to be a drought.

The words **flood** and **rain** can be used as nouns or verbs.

1. Say the new words in a simple sentence: “This is a flood.” 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 flood, a flood, a flood*. 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 flood."

4. Check students' comprehension by asking direct questions. For example, *What is this? Where's the flood? Is this a drought?*

Listen and repeat.

9	10	11	12
			
to snow	wet	dry	to golf
It is snowing.	It's wet today.	It's dry here.	They golf on Saturdays.

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2C. Vocabulary

Note: The words **snow** and **golf** can be used as nouns or verbs. The words **wet** and **dry** can be used as adjectives or verbs.

1. Say the new words in a simple sentence: "It is snowing." 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: *to snow, to snow, to snow*. 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, "It is snowing."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where's the snow? Is this dry?*



Listen and repeat.

Question ?	Positive +	Negative -
Is it going to rain?	Yes, it's going to rain.	No, it's not going to rain.
Are we going to golf?	Yes, we're going to golf.	No, we're not going to golf.
Am I going to see snow?	Yes, you're going to see snow.	No, you're not going to see snow.

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2D. Grammar

Form of be + going to + verb for future






Note: We put the to be verb (am, is, are) BEFORE the subject when asking a question and AFTER the subject when making a statement.

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

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

For more information on teaching the future tense, see our webinar: <https://youtu.be/xVfiU6IAT4s>

Listen and repeat.
Future tense – Going to

	Subject	form of be	going to	verb
1. 	I	am	going to	study.
2. 	She	is	going to	drive.
3. 	We	are	going to	talk.
4. 				
5. 				

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2E. Grammar

Form of be + going to + verb for future

We can use this verb tense to talk about things that will happen in the future. When we talk about tomorrow, next week, next year or even later today, we use the future tense.

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

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


Ask students to create sentences for numbers 4 and 5 based on the pictures.

Answers

4. He is going to golf. Or He is going to play golf.

5. It is going to rain.

Listen and repeat.

Question ?		Answer
When	is it going to snow?	It's going to snow tomorrow.
Where	are we going to play golf?	We're going to play golf in Florida.
Why	are you going to bring an umbrella?	Because it is going to rain. 
What	are you going to do this evening?	I am going to practice English.

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2F. Grammar

Form of be + going to + verb for future

Note: We put the to be verb (am, is, are) BEFORE the subject when we make a question and AFTER the subject for a statement.

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

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



Listen and repeat.

A: What are you going to do this weekend?

B: I'm going to **golf**.

A: I hope the weather is going to be **dry**.

B: Yes. The radio said it is going to be **cloudy**, but I don't think it's going to **rain**. What are you going to do?

A: I'm going to **help my friend clean**. **A flood came, and her house is all wet**.

B: You are a good friend!



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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: What is your favorite season?

B: I like the **summer** in my city because it is **dry** and **hot**. But sometimes there is a **drought** or a **tornado**.

A: I like the **wet season** in my country. Everything is **green** and the **plants grow well**. But sometimes there is a **flood**.

B: But today the weather is perfect.

We can have a picnic. Praise the Lord!



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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. /-lf/	2. /-nd/	3. Challenge
self	and	
myself	hand	
golf	kind	
wolf	wind	
shelf	found	

- A. I am going to golf by myself.
B. The wind and rain are cold

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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 **-lf** and say /-lf/ /-lf/ /-lf/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/ -lf/ self, myself, golf, wolf, shelf). 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.

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.
flood	seasons	tornado
drought	going	It's raining.
wet	weather	It's snowing.
dry	Jesus	We're going.

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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 column several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire column of words.

Jesus is going to return.

[John 14:3](#); [Acts 1:9-11](#); [I Thessalonians 4:13-18, 5:1-4](#); [Matthew 24:35-44](#)



Jesus is going to return. He said, "I myself will come back. I will take you home with me." This promise gives us hope in this life.

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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. If students ask about words, 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.



Jesus lived here on earth. Then he left to go back to his Father in heaven. His disciples watched him go. Two angels dressed in white clothes came to the disciples.



They said, "Jesus has gone to heaven, but he will come back. He will come back in the same way that you saw him go."

5B. Read Story:

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



All people die. But believers do not need to be sad. We have hope. Some people do not have hope. They do not know that Jesus is coming again. They do not know that their sins can be forgiven, because they do not know about Jesus.



5C. Read Story:

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



One day, Jesus is going to come down from heaven to receive all believers. A great angel is going to speak with a loud voice. First, the dead people are going to come out of their graves. They are going to go to meet the Lord Jesus.



Then the people who are alive are going to go to meet the Lord. We are going to meet him in the sky. Then we are going to live with him forever.

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5D. Read Story:

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



We do not know the day
Jesus is going to come back.
It is going to be like a thief
coming in the night. The
thief does not tell us when
he is going to come. Jesus
did not tell us when he is
going to come.

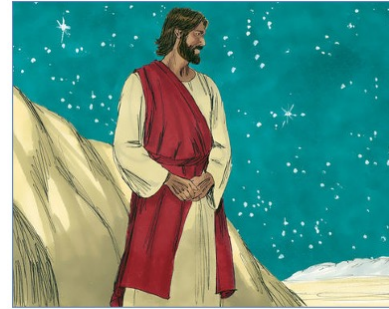


5E. Read Story:

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



He said: "No one knows the day or hour. The angels do not know. I do not know. Only God the Father knows. You must always be ready. I am coming again when you do not think I will come."



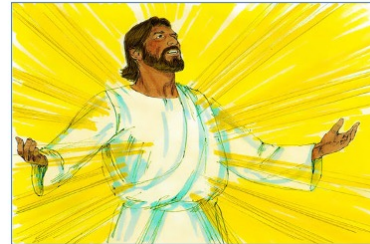
5F. Read Story:

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Answer the questions.

1. What hope do believers have?
2. What things will happen when Jesus comes again?
3. Why do you think that God did not tell us when Jesus would come?
4. How are you preparing to meet Jesus?



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5G. Story Questions:

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

Answers:

1. Believers know that Jesus is coming again, and that their sins are forgiven.
2. First the dead people will come out of their graves. They will go to meet the Lord Jesus. Then the people who are alive will go to meet the Lord. We will meet him in the sky.

Answers will vary for questions 3 and 4.



Listen and write one word per line.

himself, flood, friends, hand, find, ended, windy, golf, shelf, wolf

A shepherd came home after playing __1__ with his __2__. He saw that the gate was open and one sheep was gone. He set out to __3__ the lost sheep. The night was cold and __4__. Then he saw a __5__ run toward his sheep. In spite of the danger to __6__, he hit the wolf and __7__ its life. Then he happily carried his sheep home.

Jesus is also a good shepherd, and we are his sheep. He finds us and protects us.

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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 1-7 on paper or electronic devices.

For more advanced students, you can hide the sample word bank.

Answers:

A shepherd came home after playing **golf** with his **friends**. He saw that the gate was open and one sheep was gone. He set out to **find** the lost sheep. The night was cold and **windy**. Then he saw a **wolf** run toward his sheep. In spite of the danger to **himself**, he hit the wolf and **ended** its life. Then he happily carried his sheep home.

Jesus is also a good shepherd, and we are his sheep. He finds us and protects us.



Write questions and ask your partner.

Questions	Answers
1. Are those clouds in the sky?	Yes, those are clouds in the sky.
2. What season _____	
3. Do you like _____ weather	
4. What are you going to _____	
5. Is it going to _____	
6. When are you going to _____	
7. What is your favorite _____	

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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:

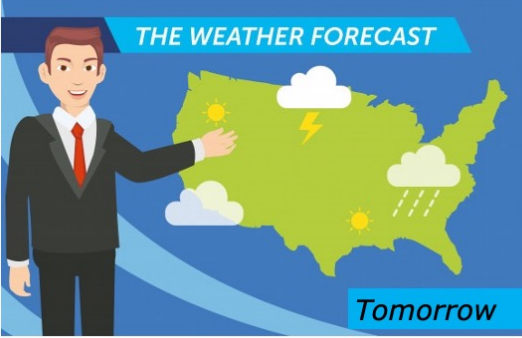
2. What season is it?
3. Do you like dry weather?
4. What are you going to do tomorrow?
5. Is it going to snow soon?
6. When are you going to wear a coat?
7. What is your favorite weather?

Then ask each student 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 tomorrow's weather with **going to**

A.



B.

North	South	East	West

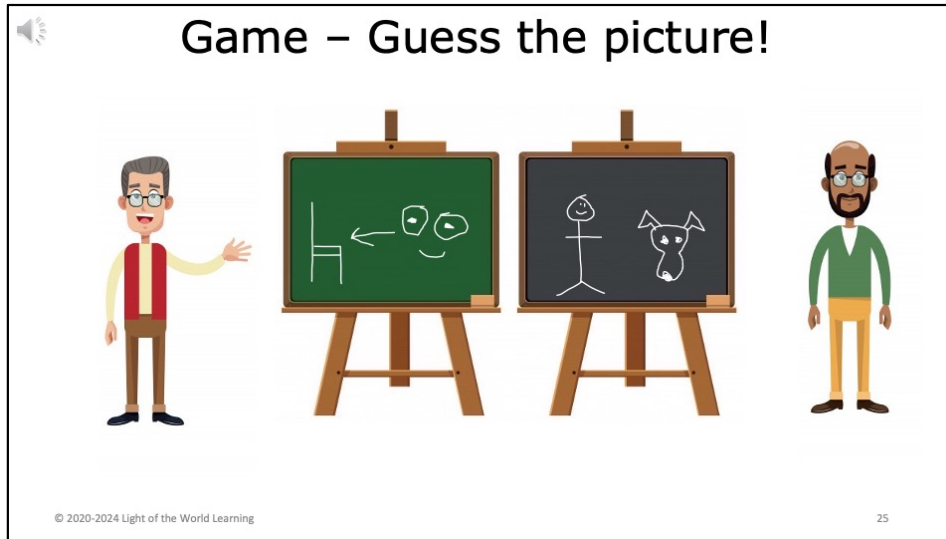
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6C. Activities – Pair work

Ask student A to describe picture A to their partner with at least 3 sentences. The partner must write the sentences.

Then switch, and partner B describes picture B while partner A writes the sentences.

Model by giving an example, "The weather tomorrow is going to be sunny in the west."



7. Game - 5 minutes

Use paper, a board, or a virtual whiteboard to draw. Students take turns making simple line drawings of vocabulary words from this lesson and previous lessons. You may give them a list of vocabulary words or flashcards to prompt them. Then other students will guess which words they are. The student that guesses the most words in 5 minutes wins.



1 & 2 Homework

1. Read the next lesson's Bible verses: [John 14:2-3](#) and [Revelation 21:1-8](#) in your language.

2. Watch, listen to, or read a weather report in English. Then, write a weather report to present to your class.

A. It is going to rain tomorrow.

B.

C.

D.

E.

F.

G.

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8A. Homework 1 and 2 – Reading the next Bible Lesson in L1 and writing about self with new vocabulary.













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.

3. Write the words for each picture.

1		2		3		4		5		6	
	a season										
	seasons										
7		8		9		10		11		12	

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8B. Homework 3 – Write the vocabulary words with the pictures.

Answers:

1. a season; seasons
2. the wind; winds
3. to snow; It is snowing.
4. a flood; floods
5. dry; It's dry here.
6. to golf; He likes to golf.
7. a storm; storms
8. a cloud; clouds
9. wet; It's wet today.
10. to rain; It is raining.
11. a tornado; tornadoes
12. a drought; droughts



4. Mark the /-lf/ and /-nd/ sounds. Then write and say the sentences.

A. She is her old self again.	
B. There is wind outside today.	
C. Put it on the shelf, please.	
D. What kind of weather do you like?	
E. I played in the snow by myself.	
F. The man found the golf ball.	

8C. Homework 4 – Write and say sentences with the new sounds.

This homework practices writing, spelling, and pronouncing the /-lf/ and /-nd/ sounds.

Answers:

- A. She is her old self again.
- B. There is wind outside today.
- C. Put it on the shelf, please.
- D. What kind of weather do you like?
- E. I played in the snow by myself.
- F. The man found the golf ball.

5. Homework

Put the sentences in order from 1-7 from the Bible story.

- _ A great angel is going to speak with a loud voice.
- _ The disciples watched him go back to his Father.
- _ We are going to live with him forever.
- _ Then the people who are alive will go to meet the Lord.
- 1** Jesus lived here on earth.
- _ The dead people are going to come out of their graves.
- _ Jesus is going to come again.

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8D. 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:

- 4** A great angel is going to speak with a loud voice.
- 2** The disciples watched him go back to his Father.
- 7** We are going to live with him forever.
- 6** Then the people who are alive will go to meet the Lord.
- 1** Jesus lived here on earth.
- 5** The dead people are going to come out of their graves.
- 3** Jesus is going to come again.

6. Homework – Choose 1 Verse to Memorize

A

“After I go and prepare a place for you, I will come back. Then I will take you with me, so that you can be where I am.”

[John 14:3 ERV](#)

B

The whole world, earth and sky, will be destroyed, but my words will last forever.

[Matthew 24:35 ERV](#)

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8E. Homework 6 – Memorize a Verse

Learners 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 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 verse from memory at the next class.

6. Homework – Choose 1 Verse to Memorize

C

We believe that Jesus died, but we also believe that he rose again. So we believe that God will raise to life through Jesus any who have died and bring them together with him when he comes.

[1 Thessalonians 4:14 ERV](#)

8F. Homework 6 – Memorize a Verse

Learners get to choose A, B, or C to memorize.



7. Homework – Fill in the blanks

is	am	are	to
rain	wind	going	clouds

- A. Jesus said, "When you see clouds growing bigger in the west, you say, 'A rainstorm ____ coming.' And soon it begins to ____."
- B. "The ____ blows wherever it wants to. You hear it, but you don't know where it is coming from or where it is ____."
- C. We ____ going ____ be with Jesus.

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8G. Homework 7 – Grammar Review

Fill in the blanks to complete the sentences.

- A. Jesus said, "When you see clouds growing bigger in the west, you say, 'A rainstorm **is** coming.' And soon it begins to **rain**."
- B. The **wind** blows wherever it wants to. You hear it, but you don't know where it is coming from or where it is **going**."
- C. We **are** going **to** be with Jesus.

8. Homework




A. When is it going to rain?

B. How is the weather going to be on Sunday?

C. How much rain is there going to be on Monday?

D. When is the wind going to be blowing hard?

E. How is YOUR weather today?

Day	Sat.	Sun.	Mon.
			
Sky	Sunny	Partly cloudy	Rain storms
High	70°	62°	68°
Low	63°	55°	59°
Wind	7 mph	5 mph	15 mph
Rain	0	0	2-3 inches

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8H. Homework 8 – Everyday Reading and Writing

The learners will read the weather report and answer the questions.

Answers:

- A. Monday
- B. Partly cloudy, 62°
- C. 2-3 inches of rain
- D. On Monday
- E. Answers will vary



9. Homework – Write your answers

Write 5-10 sentences about your experience with bad weather.

Example: I lost my car in a flood.



8I. Homework 9 – Writing about theme or Bible story

Model. Write something about your experience with bad weather. For example: There was a very bad snow storm. I was driving to work and the roads were icy and dangerous. It took 2 hours to get home from work.

Answers will vary.



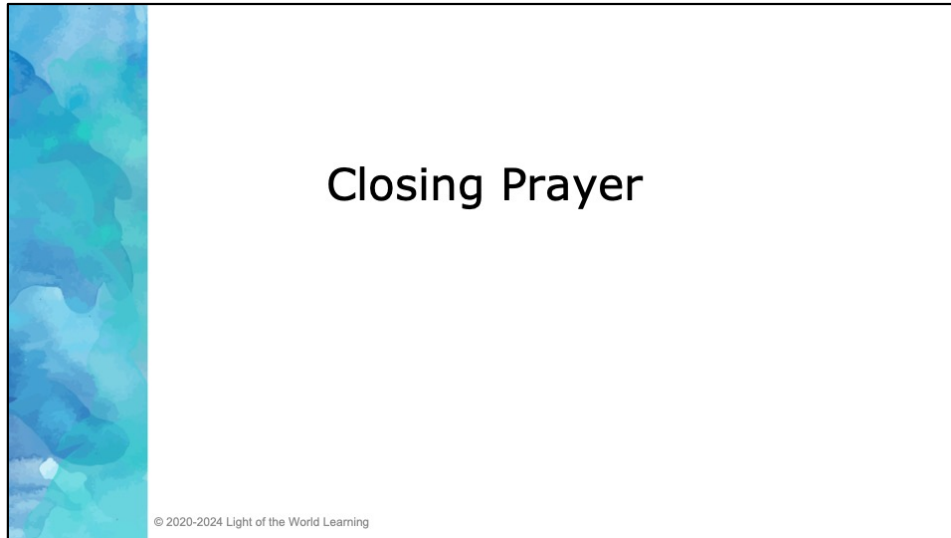
10. Homework – Now I Can...

- I can talk about the weather.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use 'going to' to indicate what I intend to do.
- I understand that Jesus is going to come soon.

8J. 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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