

Teacher's Notes:

Bible Reading: Our Home in Heaven (2) - [Revelation 21:10-27](#);
[Revelation 22:1-5, 17](#)

Theme: Celebrations

Pronunciation: /tw-/ and voiced /-ft/

Grammar: Going to - reduced form: Gonna - We're gonna have a big cake

Preparation:

- Pray
- Read [Revelation 21:10-27](#); [Revelation 22:1-5, 17](#)
- Preview slides and game
- Optional: Bring ribbons, cake, balloons or other party items.



Pray, Review, and Preview

Bible Reading: Our Home in Heaven (2) ([Revelation 21:10-27](#); [Revelation 22:1-5, 17](#))

Vocab Theme: Celebrations

Pronunciation: /tw-/ and /-ft/

Grammar/Structure: Going to - reduced form: Gonna -
We're gonna have a big party.

Pray

Pray for the class. You may want to thank the Lord for celebrations and for heaven!

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 [Revelation 21:10-27](#); [Revelation 22:1-5, 17](#) 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?" to elicit vocabulary they already know.
- Repeat and write their words or show the words on the next slide.

Answers may include: people, wedding, bride, groom, cake, balloons, pool, party, ribbons, lift, etc.

More advanced students can be encouraged to make complete sentences:

The man lifts his hand. The balloons go up in the sky.





1B. Show 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 cake	a glass		a ribbon
cakes	glasses	fireworks*	ribbons

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2A. Vocabulary





Note: Glass can refer to the material (a glass window) or a drinking glass. **Glasses** can also refer to eyeglasses. **Fireworks** is a collective plural noun which is normally used only in the plural form. *The fireworks are beautiful.*

1. **Say the new words in a simple sentence: "This is a cake."** several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word several times adding the the article that goes with it where necessary,** as you point at the object. For example, say: *a cake, a cake, a cake.* 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 cake."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Is this a glass? You may also give commands such as: Point to a glass.*

Listen and repeat.

5 	6 	7 	8 
a groom	a bride	a gate	a party
grooms	brides	gates	parties

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2B. Vocabulary

- 1. Say the new words in a simple sentence:** "This is a groom." several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
- 2. Say the word several times, adding the article that goes with it where necessary,** as you point at the object. For example, say: *a groom, a groom, a groom*. 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 groom."
- 4. Check students' comprehension by asking direct questions.** For example, *What is in this picture? Is this a party?*

Listen and repeat.

9 	10 	11 	12 
a balloon	to lift	a gift	music*
balloons	We lift our glasses.	gifts	

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2C. Vocabulary

Note: Music is a noun that is only used in the singular form.

The music is good.

- 1. Say the new words in a simple sentence:** "We lift our glasses." several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
- 2. Say the word several times adding the article that goes with it where necessary,** as you point at the object. For example, say: *to lift, to lift, to lift.* 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, "We lift our glasses."
- 4. Check students' comprehension by asking direct questions.**

For example, *What is this? Is this a balloon?*



Listen and repeat.



	Going to - Formal	Gonna - Informal
1	I am going to celebrate my birthday.	I'm gonna celebrate my birthday.
2	We are going to have a big cake.	We're gonna have a big cake.
3	They are going to lift their hands and sing.	They're gonna lift their hands and sing.
4	You are going to love the music!	You're gonna love the music!

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2D. Grammar

Note: 'Gonna' is the reduced form of 'Going to.' Both 'gonna' and 'going to' are used to tell what a person will be doing in the future. 'Gonna' is often used in informal spoken English, but not in formal written English.

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



Listen and repeat.



A: What are you gonna do this weekend?

B: I'm gonna go to a **wedding**. It's gonna be a big party!

A: Who's gonna **get married**?

B: **My friend Sara** is the bride, and **my friend Joe** is the groom.

A: That sounds like fun!

B: What are you gonna do?

A: I'm gonna go to a **concert in the park**. There's gonna be **good music and fireworks**.

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3. Conversation:


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 the actions to be done and answer truthfully).

 Listen and repeat.



1. /tw-/	2. /-ft/	3. Challenge
twins	gift	
twice	lift	
twirl	soft	
twenty	afternoon	
twelve	left	

A. I saw the twins at 12:20 in the afternoon.
 B. The guests left twelve gifts for the bride and groom.

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4A. Pronunciation - Sound and Spelling

Point out that the letters TW usually spell the /tw/ sound, and the letters FT usually spell the /ft/ sound.

1. Model: Say the sound several times while pointing to it. (For example, point to the tw and say /tw/ /tw/ /tw/.) Then say the sound and quickly read the entire list, pointing to each item as you read it (/tw/ twins, twice, twirl, twenty, twelve). 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. — --
gift	party	gift for him
cakes	gonna	decorate
lift	ribbon	going to
bride	music	celebrate

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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.

Our Home in Heaven (2) **([Revelation 21:10-27](#); [Revelation 22:1-5, 17](#))**

John wrote more about what he saw in his vision of heaven. He said: "An angel took me to a high mountain. I saw the Holy City of Jerusalem. It was coming down out of heaven from God. It shone with the glory of God."



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 on board words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



It shone like many jewels. It was clear like glass. It had a high wall with 12 gates. The gates were made of jewels worth a great price. The city was made of pure gold.”



John did not see a church building in the city. There is no need for a church building in heaven because God himself and the Lamb live there. There is no need for the sun or the moon because God and the Lamb are the light of the city. There will be no night there. The gates will be open all the time. The gates will never close.

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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.

There will be no sin in heaven. People with sin in their lives cannot go there. Only people whose names are written in the Lamb's book of life will go into the city. These are all the people who believe and follow Jesus as their Savior and Lord.


Jesus says: "I am coming soon!"



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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.


 The Holy Spirit says, "Come!"

The Bride of Jesus, who is the Church of all believers, says, "Come!"

If you are thirsty, come!

If you want life-giving water, come and take it. It's free!

The believers will live in heaven with God forever!



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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.



Answer the questions.

1. Who can enter heaven?
2. Who cannot enter heaven?
3. Who is the Bride of Jesus?
4. Why is Jesus called the Lamb of God?
5. How can you receive the free gift of eternal life in heaven?

5E. 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. For questions 4 and 5, answers will vary.

Answers:

1. People whose names are written in the Lamb's book of life / People who believe and follow Jesus as their Savior and Lord
2. People with sin in their lives
3. The Church of all believers
4. God used his blood to atone for our sins just as the Israelites were using the blood of sheep and lambs / He went to the slaughter as meekly as a lamb
5. By believing in and accepting Jesus as your personal Savior

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

Listen and write the words.

shift, twins, gift, twist, twelve, lifts, twirls, twice,
swiftly, afternoon's, twenty



The 1, Paul and Jay, always celebrate their birthday 2:
first at home and then at school. This 3 celebration is at
home. Their Grandpa arrives and 4 up both of the boys at
the same time. He 5 them around and almost hits the
table, but Mom moves 6 to save the cake from falling.

"Oops! I'm sorry," says Grandpa. "I'm gonna 7 the lid off
the soda. Then the twins can pray before we eat."

Paul and Jay pray, "Dear God, thank you for the 8 of life
and thank you for our family! Amen."

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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.

The **twins**, Paul and Jay, always celebrate their birthday **twice**:
first at home and then at school. This **afternoon's** celebration is at
home. Their Grandpa arrives and **lifts** up both of the boys at the
same time. He **twirls** them around and almost hits the table, but
Mom moves **swiftly** to save the cake from falling.

"Oops! I'm sorry," says Grandpa. "I'm gonna **twist** the lid off the
soda. Then the twins can pray before we eat."

Paul and Jay pray, "Dear God, thank you for the **gift** of life and
thank you for our family! Amen."

 **Write questions and ask your partner.**

Questions	Answers
1. Are you gonna go to the party?	Yes, I'm gonna go.
2. _____ balloons	
3. Are they _____	
4. Is this _____	
5. Am I _____	
6. _____ cake	
7. _____ music	
8. 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. Do you like balloons?
- 3. Are they twins?
- 4. Is this the guest list?
- 5. Am I invited to the party?
- 6. Did the guests eat cake?
- 7. Do you like the music?
- 8. What is your favorite celebration?

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.

Find the differences – Picture A



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6C. Activities - Pair work

Each partner has a different picture. They must discuss the pictures without looking at their partner's picture to find at least 7 differences in tomorrow's parties.

What is going to happen at the party tomorrow?

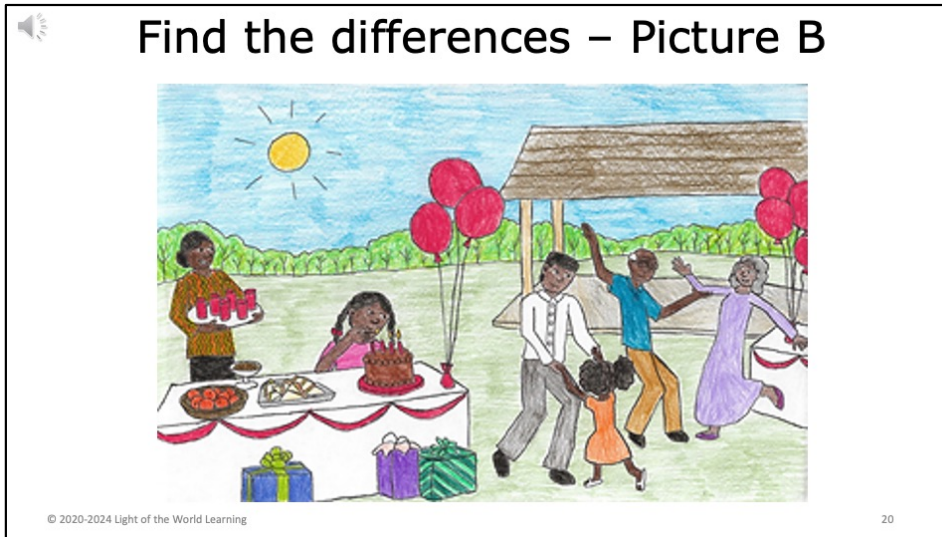
Ask the students to describe a picture to their partner with at least 3 sentences. The partner must write the sentences. Then switch, and partner B describes the picture while partner A writes the sentences. Model by giving an example, "There's gonna be six people."

If needed, partners may help by asking questions: "How many people do you see? What time of the day is it?"

Answers:

1. They are going to sing/They are going to dance.
2. They are going to have fireworks at night/They are going to have a sunny day.

3. She is going to blow out the candles/ She is going to light the candles.
4. They are going to have blue decorations/They are going to have red decorations.
5. She is going to get 6 presents/She is going to get 3 presents.
6. They are going to have a white cake./They are going to have a chocolate cake.
7. They are going to have 5 balloons./They are going to have 7 balloons.



6D. Activities - Pair work

Each partner has a different picture. They must discuss the pictures without looking at their partner's picture to find at least 7 differences in tomorrow's parties.

What is going to happen at the party tomorrow?

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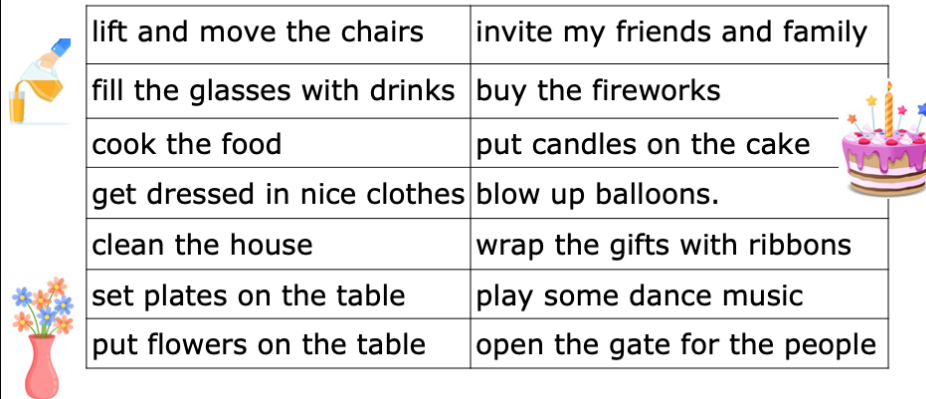
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Answers:

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4. They are going to have blue decorations/They are going to have red decorations.
5. She is going to get 6 presents/She is going to get 3 presents.
6. They are going to have a white cake./They are going to have a chocolate cake.
7. They are going to have 5 balloons./They are going to have 7 balloons.

Game: Charades - What are you gonna do to prepare for the party?



lift and move the chairs	invite my friends and family
fill the glasses with drinks	buy the fireworks
cook the food	put candles on the cake
get dressed in nice clothes	blow up balloons.
clean the house	wrap the gifts with ribbons
set plates on the table	play some dance music
put flowers on the table	open the gate for the people

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7. Games - Charades

This game will give students practice in the use of the expression 'gonna'.

Each student takes turns acting out various vocabulary words from this slide. The person who guesses the most correctly using the phrase "you're gonna" is the winner.

Give each student a sheet of paper with different phrases selected from this lesson. If you are teaching online, use the chat box to send different phrases words to each student.

1. Model: Act out a couple of the phrases and have the students guess the words. They must use the phrase "You're gonna" (You're gonna cook the food).

2. Repeat: Students act out the gestures with you.

3. Solo: Have the students act out the words you have given them and others guess what the words are.



Homework 1 & 2

1. Review the Bible readings from the past 6 lessons in your language.

2. Write 6 sentences about what you are going to see at a party.

A. You're gonna see decorated chairs.

B.

C.

D.

E.

F.

G.

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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 party					
parties					
7 	8 	9 	10 	11 	12 

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Homework 3 – Write the vocabulary words with the pictures

This homework practices writing of words related to celebrations. Number one is an example.

1. a party; parties
2. to lift; We lift our glasses.
3. a cake; cakes
4. a gift; gifts
5. a glass; glasses
6. a bride; brides
7. music; We listen to music.
8. fireworks
9. a balloon; balloons
10. a groom; grooms
11. a ribbon; ribbons
12. a gate; gates

4. Mark the /tw/ and /ft/ sounds. Then write and say the sentences.

A. The twig fell from the tree.	
B. They left at 12:20 PM.	
C. "Lift your hand," said the doctor.	
D. Twist the jar to open it.	
E. This river is swift and long.	
F. The bride received many gifts.	
G. The twins were born on May 12 th .	

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

This homework practices writing, spelling and pronouncing the /tw/ and /ft/ sounds.

Answers:

- A. The **tw**ig fell from the tree.
- B. They left at **12:20** PM.
- C. "**Lift** up your hand," said the doctor.
- D. **Tw**ist the lid of the jar to open it.
- E. This river is sw**ift** and long.
- F. The bride received many **gifts**.
- G. The **tw**ins were born on May **12**th.

5. Homework – Fill in the blanks

glass, heaven, Jesus, sin, coming down, life-giving, book of life, glory, light, believe, gates, forever, Bride

John had a vision of _____. He saw the Holy City of Jerusalem_____ out of heaven. It shone with the _____ of God and was clear like _____. God and the Lamb are the _____ of the city. The _____ will be open all the time. There will be no _____ in heaven. Only people whose names are in the Lamb’s _____ can enter there. All those people _____ and follow Jesus as their Savior and Lord. The Holy Spirit says, “Come!” The _____ of Jesus, the church, also says, “Come!” All who believe in Jesus can come and receive _____ water. It’s free. Those who come to _____ will live in heaven with God _____.

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Homework 5 – Bible Story Review

Students may look back at the story as they complete the passage using words from the list provided.

Answers.

- 1, heaven
2. coming down
3. glory
4. glass
5. light
6. gates
7. sin
8. book of life

9. believe
10. Bride
11. life-giving
12. Jesus
13. forever

6. Homework – Choose 1 Verse to Memorize

A

The Spirit and the bride say, "Come!" Everyone who hears this should also say, "Come!" All who are thirsty may come; they can have the water of life as a free gift if they want it.

[Revelation 22:17](#)

B

For this world is not our permanent home; we are looking forward to a home yet to come. [Hebrews 13:14](#)

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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

“And if I go and prepare a place for you I will come back and take you to be with me that you also may be where I am.” [John 14:3](#)



Homework 6 – Memorize a Verse

Learners get to choose A, B (both from previous slide), or C to memorize.

7. Homework - Fill in the blanks.

gonna going to am are is be



- A. Jesus is _____ come back again.
B. He _____ take all who believe in him to heaven.
C. There's _____ be no night in heaven.
D. No one with sin is _____ enter into heaven.
E. There's not _____ be a church building in heaven.
F. The gates of heaven never _____ be closed.
G. Believers _____ live in heaven with God forever.

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Homework 7 – Grammar Review

1. Use the words provided to fill in the blanks of the Bible verses. To model, write "Everything is **gonna** be alright."
2. Learners may go over the sentences using "**going to**."

Answers:

- A. Jesus is **going to** come back again.
B. He **is going to** take all who believe in him to heaven.
C. There's **gonna** be no night in heaven.
D. No one with sin is **gonna** enter into heaven.
E. There's not **gonna** be a church building in heaven.
F. The gates of heaven never **are going to** be closed.
G. Believers **are going to** live in heaven with God forever.

8. Homework

- A. What time is the older brother looking at the messages?
- B. When is the wedding?
- C. Who is going to be a groom?
- D. Who is going to cry?
- E. Why is he going to cry?
- F. How do you feel at weddings? Why?

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< Messages**Adam**Details

I can't believe you're gonna get married next week! You're my little brother and now you're gonna be a groom!

I'm so glad you're gonna be there to help us celebrate and eat all the cake!

I know I'm gonna cry when I see you with your bride. I always cry at weddings even though I'm happy!

I know! See you soon!

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Homework 8 – Everyday Reading and Writing.

The learners will read the text message and answer the questions.

Answers:

- A. 12:20 PM
- B. Next week
- C. The little brother.
- D. The older brother/the big brother.
- E. He always cries at weddings. He is going to see his little brother with his bride.
- F. Answers will vary.



9. Homework - Write your answers

How do you celebrate these occasions in your country?

- A. the birth of a new baby
- B. graduation from school
- C. birthdays
- D. sports wins
- E. marriage
- F. the arrival of a New Year



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Homework 9 – Writing about theme or Bible Story

Model. Write something about celebrating an occasion in **your** culture and share it with the students. For example, "In my country a marriage is celebrated with a big feast."

Let students write answers to the occasions provided as pertains to their cultures.

They may read their answers to the class if they are comfortable with it.

Answers will vary.



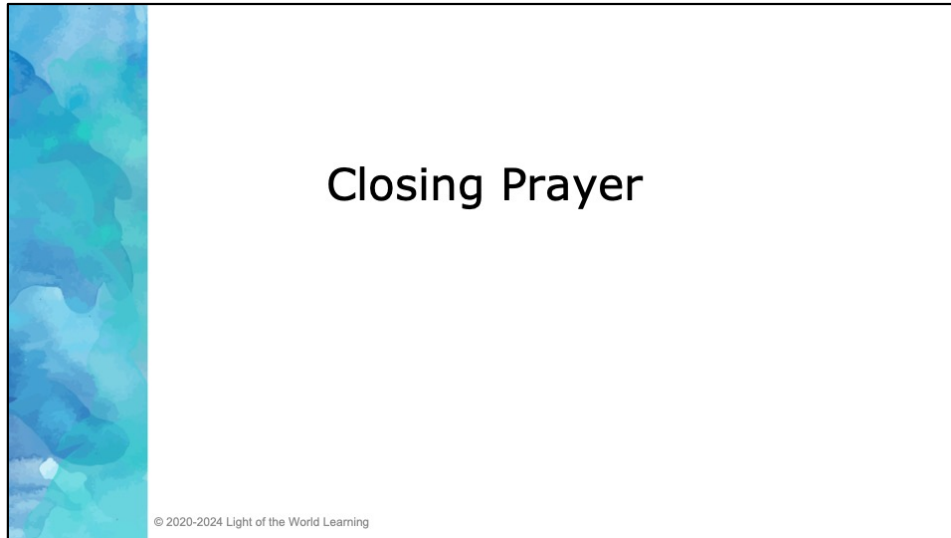
10. Homework – Now I Can...

- I can talk about celebrations.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use “going to” and “gonna” to describe actions.
- I know more about our home in heaven.

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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