

Teacher's Notes: Review of lessons 43-48

Bible Readings: Tabitha is Raised from Death, Saul Becomes a Believer, Peter Preaches to Cornelius, Jesus is Going to Return, Our Home in Heaven (1 and 2)

Themes: Describing Things, Transportation, Leisure Activities, Weather, Education, Celebrations

Pronunciation: /ck/ /ong/ /tr/ /nk/ /pr/ /st/ /-lf/ /-nd/ /nt/ /st/ /tw-/ and /-ft/

Grammar:

- Comparisons
- Would like
- "Like" vs. "would like"
- Form of be + going to + verb
- "Be going to" questions and negatives
- Going to - reduced form: Gonna
- Past tense irregular verbs

Preparation:

- Pray
- Preview slides, songs and quizzes

- Optional: Bring objects related to the lessons



Pray, Review, and Preview

Bible Readings:

- Tabitha is Raised from Death
- Saul Becomes a Believer
- Peter Preaches to Cornelius
- Jesus is Going to Return
- Our Home in Heaven (1 and 2)

Themes:

- Describing Things
- Transportation
- Leisure Activities
- Weather
- Education
- Celebrations

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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

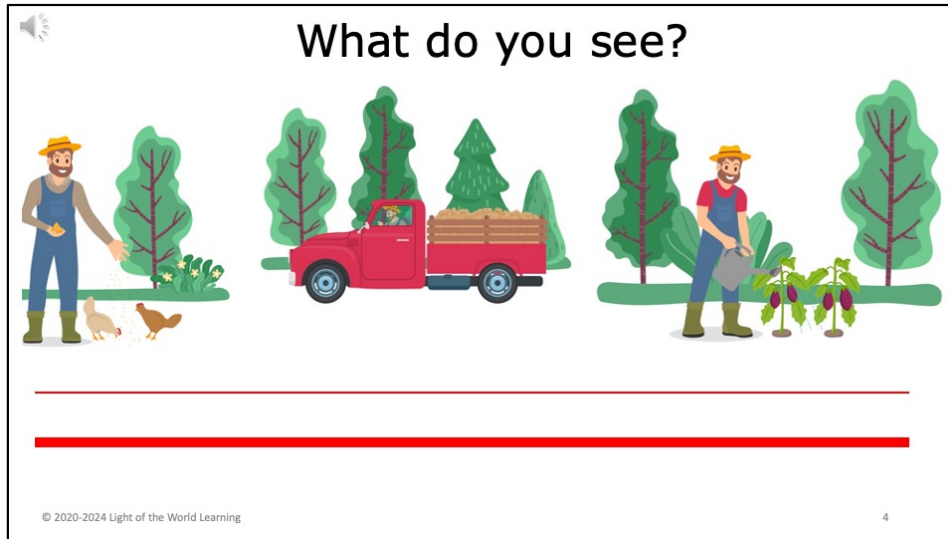
Pronunciation:

- /ck/ and /ong/
- /tr/ and /nk/
- /pr/ and /st/
- /-lf/ and /-nd/
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Grammar:

- Comparisons
- Would like
- "Like" vs. "would like"
- Form of be + going to + verb
- "Be going to" questions and negatives
- Going to - reduced form: Gonna

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



1A. Discuss Theme Picture

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

Answers may include: farmer, long sleeves, short sleeves, chickens, truck, thin line, thick line, trees, flowers, watering can, etc.

More advanced students can be encouraged to make complete sentences:

I see a thin line and a thick line. The farmer in long sleeves is feeding the chickens. The farmer in short sleeves is watering the plants.



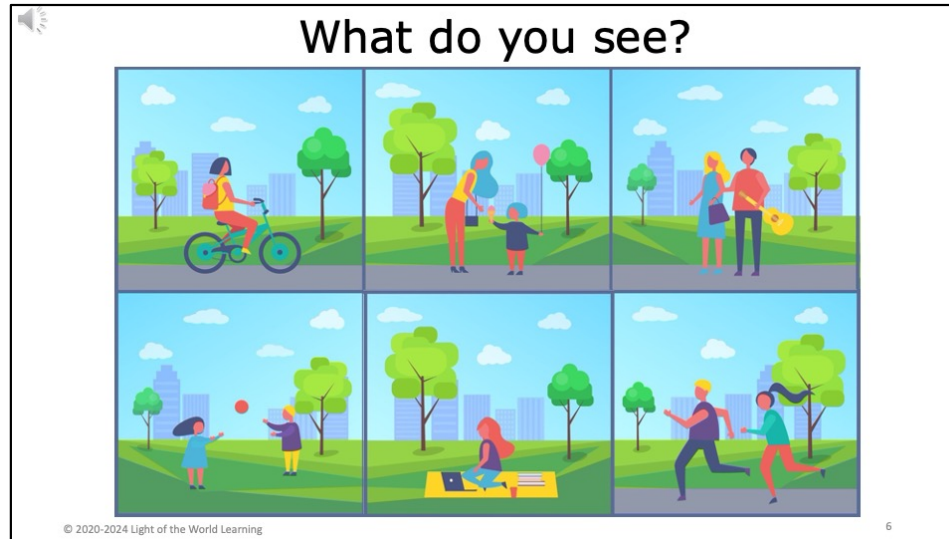
1B. Discuss Theme Picture

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

Answers may include: *bicycle, people, truck, airplane, cars, trees,* etc.

More advanced students can be encouraged to make complete sentences:

They are waiting for the bus. A girl is riding a bicycle.



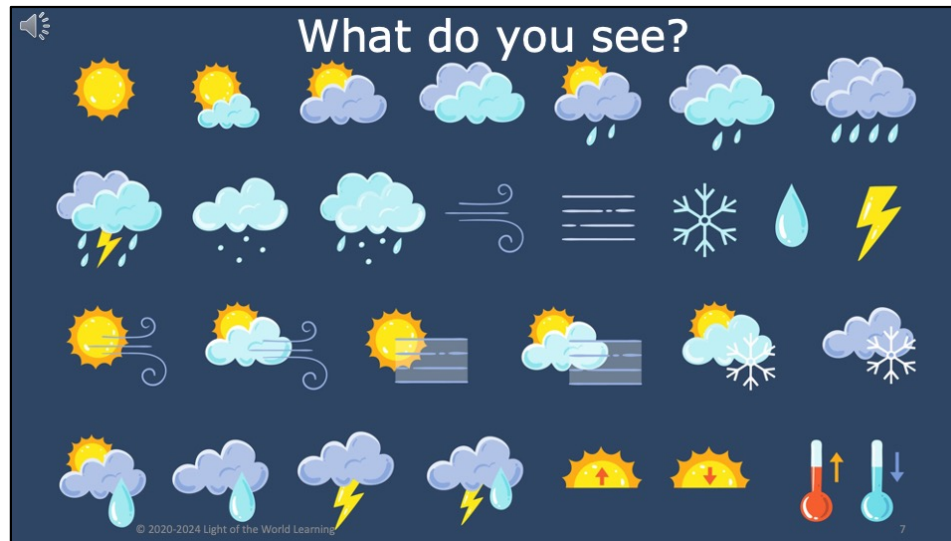
1C. Discuss Theme Picture

- 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.



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 or show the words on the next slide.

Answers may include: cloud, storm, lightning, snow, sun, cold, hot, etc.

More advanced students can be encouraged to make complete sentences:

It is snowing. It is raining. The sun is shining. There is a storm.



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: students, teachers, math, science, class, experiment, computers, graduation, diplomas, grade school (primary), high school (secondary), college (university), etc.

More advanced students can be encouraged to make complete sentences:

There are students learning different things. They are graduating.



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.

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.

Listen and repeat.

Adjective	+ -er	than	Sentence
1. long	longer		Her hair is longer than his hair.
2. strong	stronger		He is stronger than the chicken.
3. weak	weaker		The chicken is weaker than me.
4. big	bigger		The truck is bigger than the car.
5. happy	happier		I am happier than yesterday.
6. good	*better		My English is better than before.
7. bad	*worse		My grades were worse last month.

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2A. Grammar: Comparisons

1-3. Adjectives with 1 syllable can be changed to the comparative form by adding *-er* at the end of the word. For example, *small-smaller*.

4. When the word ends in a consonant, vowel, consonant (CVC) combination, the last letter of the word is doubled before *-er* is added: *big-bigger, mad-madder, sad-sadder*.

5. In 2 syllable adjectives ending in *y*, the *y* changes to an *i* before adding the *-er*: *happy-happier, friendly-friendlier, shiny-shinier*.

6-7 *Note: *Good* and *bad* have irregular comparative forms: *better* and *worse*.

For two syllable adjectives that don't end in *y* and for adjectives with 3 or more syllables, instead of adding *-er* at the end for comparisons add *more* in front of the word: *fragrant-more fragrant, beautiful-more beautiful*.

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

Comparisons

1 Before **2 After**

A. Clean
B. Dirty
C. Happy
D. Sad
E. Good*
F. Bad*

Number ____ is _____ than number ____.

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2B. Vocabulary & Grammar Practice

Ask the students to work with a partner and complete the sentence using comparisons. Each student should come up with at least two comparative sentences. The partner must write the sentences. Then switch and have the first student write down the second student's sentences.

Model by giving an example, "Shirt number 2 is cleaner than shirt number 1."



Listen and repeat.

We use **would like** to be polite when we request or offer something.

The contraction for **would like** = **'d like**

Request	Offer
I would like a round-trip ticket.	Would you like a receipt?
He'd like a cup of coffee.	Would he like sugar?
We'd like to travel to Rome.	Would you like to go by bus or by train?
She'd like to wait for the next train.	Would she like to sit down?

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2C. Grammar/Structures - Would Like

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



Note: Would like is more polite than **want**, but has the same meaning.

I want to buy a ticket = I would like to buy a ticket.

Do you want a receipt? = Would you like a receipt?

Listen and repeat.

Question	Positive	Negative
How would you like to travel?	I'd like to travel by bus.	I wouldn't like to travel by airplane.
Would he like a round-trip ticket?	Yes, he would.	No, he wouldn't.

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2D. Grammar/Structures

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

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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2E. 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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2F. 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.

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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2G. 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.

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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2H. 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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2I. 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.**

Question ?	Affirmative +	Negative -
Am I going to study math?	Yes, I am going to study math.	No, I'm not going to study math.
Is she going to study science?	Yes, she is going to study science.	No, she is not going to study science.
Are we going to study history?	Yes, we are going to study history.	No, we are not going to study history.

A. Is she going to start university?
 B. No, she isn't going to start university. She's going to start working.

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2J. Grammar

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.



	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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2K. 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.



Conversation Questions A

1. Am I older or younger than you? Is my hair shorter or longer than your hair?
2. Do you speak English better or worse than last year? Why?
3. Where would you like to go?
4. How would you like to travel?
5. What do you like to do in your free time?
6. Do you like soccer? Would you like to play now?

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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 are you going to do this weekend?
2. How is the weather today? Is it going to rain tomorrow?
3. Where did you go to school? What did you like to study?
4. When are you going to study English?
5. What are you gonna do tonight?
6. When are you gonna go to a party? What do you do at a party?

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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.

1. /k/ -ck	2. /ong/	3. /tr/
clock	strong	trip
rock	long	travel
4. /nk/	5. /pr/	6. /st/
drink	praise	student
thank	practice	start

- A. The student is going to practice soccer today.
B. The trip to the sea was long.

4A. Pronunciation- Sound and Spelling

- 1. 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.
- 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. Then read the sentences at the bottom of the slide.
- 3. Solo:** Call on individuals to say a sound and its word group. Give lots of praise.



Listen and repeat.

7. /-lf/	8. /-nd/	9. /-nt/
shelf	hand	want
wolf	kind	experiment
10. /-st/	11. /tw-/	12. /-ft/
post	twice	soft
honest	twenty	left

- A. There are twenty books on the shelf.
B. He is a kind and honest man.

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. thick | 7. seasons |
| 2. compare | 8. We're going. |
| 3. better | 9. colleges |
| 4. traveling | 10. grade school |
| 5. street | 11. lift |
| 6. catches | 12. history |

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4C. Hum the stress.

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

Answers:

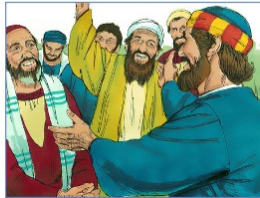
1. thick A
2. compare C
3. better B
4. traveling D
5. street A
6. catches B
7. seasons B
8. We're going. E
9. colleges D
10. grade school B
11. lift A

12. history D



Answer the questions.

1. What did Tabitha do for people?
2. What happened when people heard that Tabitha was brought back to life?
3. How did Peter know that Tabitha could come back to life?
4. What can you do when things seem bad?



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5A. 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. Tabitha did good things for people. She helped the poor and the widows. She made clothes for poor people.
2. The good news about Tabitha was told throughout Joppa. Many people believed in Jesus when they heard that Tabitha was alive again.

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 happened to Saul on the way to Damascus?
2. How was Saul's life changed?
3. Why did Jesus want to save Saul who was so bad to believers?
4. How can believing in Jesus change your life?



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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. Saul saw a bright light from the sky and he fell to the ground. He heard a voice say, "Saul, why are you trying to hurt Me?"
2. Instead of wanting to do bad things to hurt believers, Saul wanted to serve Jesus. His heart was completely changed. He began to preach the Good News of Jesus Christ to others

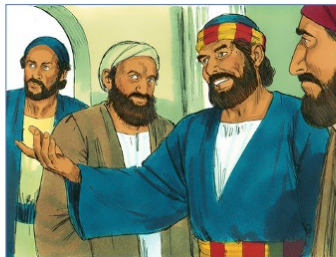
For questions 3 and 4, answers will vary.

Ask if they have any other questions or comments about 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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5C. 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

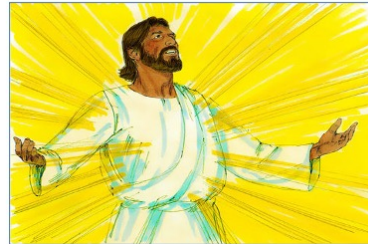
every person who believes in Jesus will be saved. God will forgive their sins.
For question 4, answers will vary.

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



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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5D. 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.



Answer the questions

1. What is going to make heaven a wonderful place to live in?
2. Who are we going to be with in heaven?
3. What would it be like to live in a place where there is no death or sadness, crying or pain?
4. Where are you going to spend eternity? Why?

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. There will be no death, sorrow, crying or pain in heaven.
2. We will be with God and other believers.
3. It will be wonderful.
4. Answers will vary.

Ask if they have any other questions or comments about 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?


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. 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 one word per line.

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

experiment	wolf
kind	strong
twins	twenty
start	kind
song	honest
left	twice
drink	travel
clock	practice
rock	want
hand	shelf


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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. Clock, clock (The clock struck one.) clock
2. Drink, drink (Would you like to drink some hot tea?) drink
3. Twenty, twenty (My brother is twenty years old.) twenty.
4. Left, left (Please turn left.) left
5. Start, start (When do you start classes?) start
6. Twice, twice (She visited her friend twice this week.) twice
7. Strong, strong (The strong man picked up the heavy rocks.)
strong
8. Wolf, wolf (The wolf hid behind the trees.) wolf
9. Kind, kind (Be kind to everyone.) kind
10. Experiment, experiment (I am going to do an experiment in my science class.) experiment
11. travel, travel (I'd like to travel by bus.) travel

12. practice, practice (Would you like to practice now?) practice

 **Game - Charades**

Act out the vocabulary words.



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7. Game

Charades: Each student takes turns acting out various vocabulary words. The person who guesses the most correctly is the winner.

Give each student a sheet of paper with 5 different vocabulary words selected from this lesson and previous lessons. If you are teaching online, use the chat box to send different vocabulary words to each student.

1. Model: Act out a couple of the vocabulary words and have the students guess the word.

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.



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 40 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. Am I older or younger than you? Is my hair longer or shorter than your hair?
2. Do you speak English better or worse than last year? Why?
3. Where would you like to go? How would you like to travel?
4. What do you like to do in your free time?
5. How is the weather today? When is it going to rain?
6. Where did you go to school? What did you like to study?
7. When are you gonna go to a party? What do you do at a party?
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. Review lessons 1-49 for the final exam.
2. Take the [quiz](https://forms.gle/PPzpQo9KLdZteYqR8) at <https://forms.gle/PPzpQo9KLdZteYqR8> and write your score here ____

If you don't like your score, 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/1Do8F2c9pk6JJFtw-bqw3iSlmj_KAeEyTgoFMNI1F8DM/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.



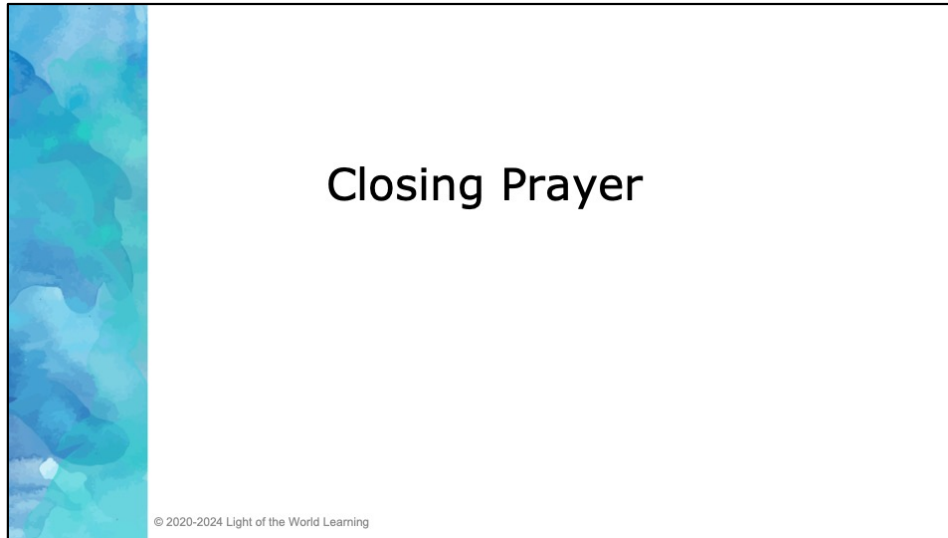
3. Homework - Now I Can...

- I can make simple comparisons using -er + than.
- I can ask and answer questions with 'would like'
- I can use 'like' and 'would like' correctly.
- I can use 'going to' to indicate what I intend to do.
- I can use 'going to' with negatives and questions.
- I can use 'going to' and 'gonna' to describe actions.

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!



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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LOTW A1 Rubric for Listening, Speaking and Writing Quiz		Student Name:		Date:
		Score for Listening, Speaking and Writing:		
		Score for Multiple Choice Quiz:		
		Total Score:		
Listening and speaking	Question	Good - 3 points Answer is correct, clear and complete.	Okay - 1 point Answer is correct, but unclear or incomplete.	Not acceptable - 0 points Answer is not correct.
Examples:	Are you an adult?	Yes, I am an adult.	Yes. OR Adult am.	
	1. Am I older or younger than you? Is my hair longer or shorter than your hair?			
	2. Do you speak English better or worse than last year? Why?			
	3. Where would you like to go? How would you like to travel?			
	4. What do you like to do in your free time?			
	5. How is the weather today? When is it going to rain?			
	6. Where did you go to school? What did you like to study?			
	7. When are you gonna go to a party? What do you do at a party?			
	8. Write 3 sentences about the theme picture.	Good - 3 points Answer is correct, clear and complete. Sentence begins with a capital letter and ends with punctuation.	Okay - 1 point Answer is correct, but incomplete. Sentence is missing capital letters or punctuation.	Not acceptable - 0 points Answer is not correct.
	Examples:	I see a family. This is a man. They are animals.	see family. This is man they are animals	
	Sentence 1.			
	Sentence 2.			
	Sentence 3.			
	Total Points out of 30			

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