

Teacher's Notes: Review of Units 1-49

Bible Readings: Jesus Gives the Greatest Law, Jesus Goes Back to Heaven, The Coming of the Holy Spirit 1 & 2, Stephen Dies for His Faith, Philip Teaches about Jesus

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

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

Grammar:

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

Preparation:

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



Pray, Review, and Preview

In this Unit we are going to review many of the topics we studied in Units 1-49. We are also going to take a final exam.

Here is a list of all the A1 topics: [Table of Contents](#)

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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 Unit and ask if there are any questions.

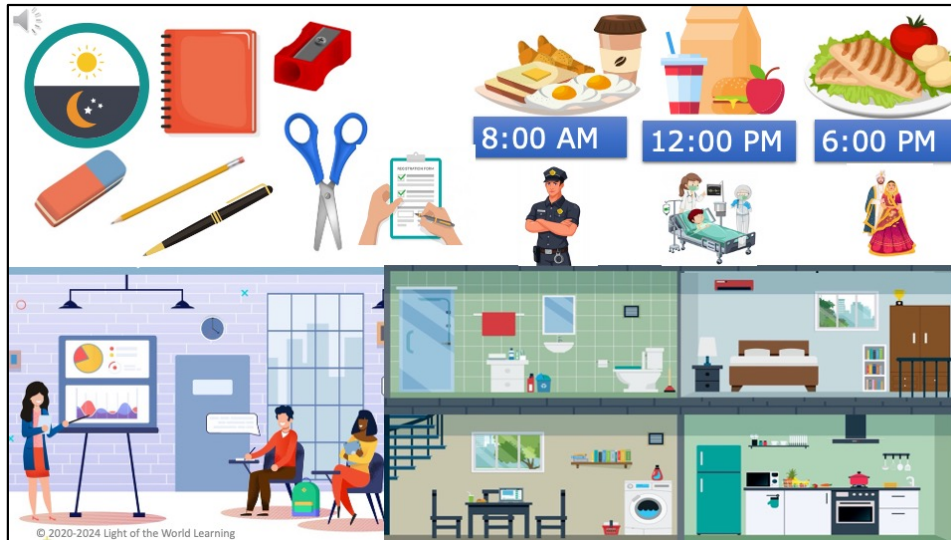


1A. Discuss Theme Picture for Units 1-7

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

Answers may include: letters, numbers, alphabet, M, K, 3, 4, etc.
 name, first, last, middle, phone number, languages, birth date,
 email, address, ID card, etc.
 people, man, woman, girl, boy, children, animal
 water, drink, eat, fork, spoon, plate, glass, cup, table, chair, people,
 food, etc.
 hug, wave, shake hands, hello, goodbye, thank you, you're
 welcome, smile, meet, nice to meet you, etc.

More advanced students can be encouraged to make complete sentences:
 "There are many letters. The people are eating. The men shake hands and say, "Hello."



1B. Discuss Theme Picture for Units 8-14

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

Answers may include: time, day, night, moon, sun, stars, hours, minutes, breakfast, lunch, dinner, etc.
 Board, walls, pen, pencil, scissors, eraser, books, notebook, pencil sharpener, desks, chairs, etc.
 bathroom, bedroom, kitchen, dining room, stove, countertop, kitchen, pan, sink, faucet, pan, fridge, and table.
 chair, teacher, student, clock, window, backpack, shirt, blouse, jeans, lesson, stand, sit, wall, floor, write, repeat, listen, notes, learn, etc.
 food, eggs, bread, coffee, fruit, meat, hamburger, drinks, vegetables, etc.
 fill out a form, police, hospital, married, etc.

More advanced students can be encouraged to make complete sentences:

The students listen to the teacher. There are four rooms in the house. We eat eggs for breakfast in the morning.



1C. Discuss Theme Picture for Units 15-21

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

Answers may include: calendar, numbers, days, date, etc.

Doctor, cook, mechanic, painter, carpenter, etc.

above, behind, below, beside, between, in, on, under.

pharmacy, bank, bakery, beauty shop, clothing store, coffee shop, restaurant, etc.

maps, trees, compass, signs, intersection, etc.

Good morning, good afternoon, good evening, goodbye, shake hands,

More advanced students can be encouraged to make complete sentences:

This is a year. This is a month. They shake hands and say, "Good morning."



1D. Discuss Theme Picture for Units 22-28

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

Answers may include: food, eggs, tea, seafood, fish, noodles, pizza, coffee, etc.

family, child, boy, girl, brother, sister, husband, wife, daughter, son, parents, mother, father, grandparents, grandmother, grandfather, etc.

wakes up, bathes, walks, works, sleeps, gets dressed, etc.

rest, play, think, clean, pick up, exercise, sick, well

computer, speak, text, cellphone/mobile phone, newspaper,

Internet, radio, bird, Twitter, laptop, etc.

wrap, baby, cloth, percent, etc

More advanced students can be encouraged to make complete sentences: She wraps the baby in cloth. The man wakes up and goes to work.



1E. Discuss Theme Picture for Units 29-35

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

Answers may include:

clothes, clothing, skirt, dress, shirt, shorts, red, blue, yellow, white, black, etc.

map, the world, continents, countries, Asia, Africa, South America, North America, Europe, Australia, China, Canada, etc.

mountains, tourist, trees, city, desert, birds, binoculars, lake, meadow, etc.

trees, barn, sky, flock of birds, flowers, ram, farm dog, farmer, flock of sheep, etc.

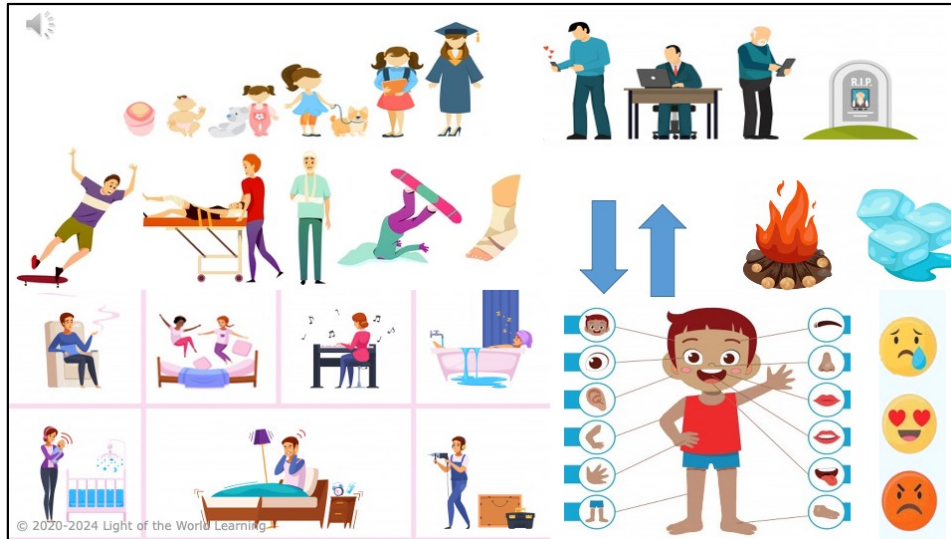
planting, shopping, washing, walking, feeding a baby, celebrating a birthday, baking, ironing, cleaning, etc.

kneel, pray, worship, praise, holy communion

More advanced students can be encouraged to make complete

sentences:

The man is kneeling and praying. There is a blue and yellow shirt.



1F. Discuss Theme Picture for Units 36-42

- Ask “What do you see?” and “What else do you see?”
- Repeat their answers and give encouragement.

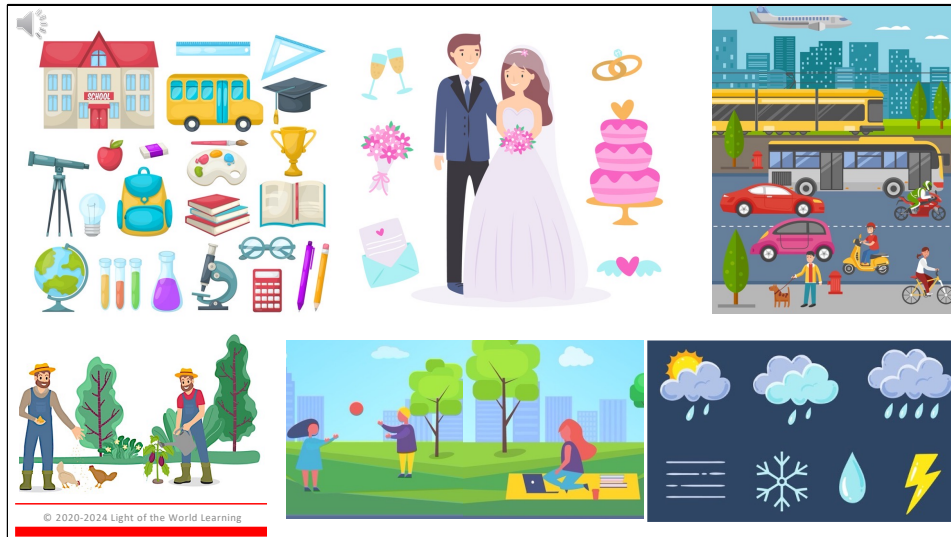
Answers may include:

neighbors, smoking, play, talk, sing, bathtub, fix, jump, neighbor, etc.
 body, head, eye, ear, arm, hand, legs, eyebrow, nose, lips, mouth, tongue, foot, etc.
 a boy, a doctor, a foot, a girl, mask, sprain, fell, etc.
 happy, sad, love, angry, smile, cry, etc.
 birth, grow, graduate, go to school, die, work, job, etc.
 big, small, happy, sad, hot, cold, young, old, tall, short, up, down, fast, slow, fire, ice, boy, girl, man, arrows, etc.

More advanced students can be encouraged to make complete sentences:

He can't sleep because the neighbors are noisy. He can't sleep

because the baby is crying. She is playing the piano.



1G. Discuss Theme Picture for Units 43-49

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, thin line, thick line, trees, flowers, watering can, etc.

bicycle, people, airplane, cars, trees, etc.

play, ball, throw, catch, study, exercise, park, etc.

cloud, storm, lightning, snow, sun, rain, etc.

math, science, class, experiment, computers, graduation, school, backpack, glasses, etc.

wedding, bride, groom, cake, party, glasses, flowers, 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.



Listen and repeat.

Pronoun	To Be	Contraction	Negative -	Question ?
I	am	I'm	I'm not	Am I?
he she it	is	he's she's it's	he's not she's not it's not	Is he? Is she? Is it?
you we they	are	you're we're they're	you're not we're not they're not	Are you? Are we? Are they?

1. You're welcome.
2. I'm sorry.

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2A. Grammar

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

Note that the blue letters are replaced by apostrophes to form the contractions.

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

Listen and repeat.

Please	do not don't	close	your	her	book.
		open			
		read			
		write	in		
		draw			
			his		

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2B. Grammar – Negative commands

Adding **do not** or **don't** makes the command negative. 'Please' is added here to show courtesy and respect.

1. Give commands using words from the various columns as necessary while you act each out.
2. Read commands for students to act out.
3. Let students form sentences as commands for other students to act out.



Capital Letters

Capital letters are used for the first letter of a sentence and of proper names. Proper names are for specific people, places, and things:

Abraham
Green **S**treet
New **Y**ork
Mexico
Tower of **B**abel
Black **S**ea
City **H**ospital
Mr., **M**rs., **M**iss and **M**s.

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2C. Grammar

Explain that Mr. is used in front of a last name for any man, Mrs. for married women, Miss for single women and Ms. for any woman.

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



Listen and repeat.

Questions				Positive Answers			
Do	I you we they		milk? soccer? cats? to pray? to move? to sing?		I you we they	like	milk. soccer. cats. to pray. to move. to sing.
Does	he she it Adam	like		Yes,	he she it Adam	likes	

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2D. Grammar – Simple Present

Note that for the 3rd person subject (he, she, it, or the name of 1 person or 1 thing) we add **es** or **s** to the first verb (does, likes). The verb following **like** must be in the infinitive (to pray) or gerund (praying) form.

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

Listen and repeat. Past Tense Was/Were

	Subject	Affirmative +	Negative -
Singular 1	He She It Adam	was	was not wasn't
Plural 2+	You We They Abe and Sara	were	were not weren't

- A. Joe was in class yesterday, wasn't he?
B. Yes, he was, but John and Ruth weren't in class.

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2E. Grammar – Was and Were – To Be Past Tense

Was indicates a singular subject. It is the past of **Am/Is**

Were indicates a plural subject. It is the past of **Are**. "You" can be singular or plural but always has a plural verb form.

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 and the sentences under the chart.



Question words

Questions	Answers
1. Who are they?	1. They are my kids .
2. What is this?	2. This is a park .
3. When is the class?	3. It's at 3:00 on Mondays .
4. Where is the class?	4. It's at the library .
5. Why are you at school?	5. Because I need to learn English.
6. How are you?	6. I am fine , thanks!

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2F. Grammar - Question Words:

Note:

Who is for questions about people.

What is for questions about things.


When is for questions about times, days and dates.

Where is for questions about places.



Why is for questions about reasons. **Because** answers **why** questions.

How is for questions about condition or manner.

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

 **Listen and repeat.**

A	+ words starting with consonants	An	+ words starting with vowel sounds: A, E, I, O, U
a	block	an	intersection
a	street	an	email
a	woman	an	address
a	fish	an	office
a	beautiful fish	an	ugly fish





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2G. Grammar: A/An

Use the article **a** before singular nouns (or their adjectives) which begin with a consonant sound. Use the article **an** before singular nouns which begin with a vowel sound; usually the words begin with the letters **a, e, i, o** or **u**. A few words begin with a silent H and also take **an** because they start with a vowel sound: **an hour, an honor, an herb**.

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



Simple Present Tense

Subject	Verb
I	wake up
You	make breakfast
We	work
They	brush
The kids	watch TV
He	wakes up
She	makes breakfast
It	works
John	brushes
The boy	watches TV

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2H. Grammar

Note: Verbs in the 3rd person (he, she, it) add an **s** at the end. If the word ends in **ch, sh, s, x, z** (a hissing sound) we add **-es** to the end of the word. This adds another syllable to the verb.

3rd person **S** can be a difficult form to learn. We introduce it here, but we will continue to practice it for many Units.

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



Listen and repeat.

Do/Does	Subject	Verb	Positive Answer	Negative Answer
Do	I you we they	rest?	Yes, you do. Yes, I do. Yes, we do. Yes, they do.	No, you don't. No, I don't. No, we don't. No, they don't.
Does	he she it	clean?	Yes, he does . Yes, she does . Yes, it does .	No, he doesn't . No, she doesn't . No, it doesn't .

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2I. Grammar

Note that for the 3rd person subject (he, she, it, or the name of 1 person or 1 thing) we add **es** or **s** to the first verb of the sentence (does, doesn't).



Does is used with third person singular subject. **Do** is used with any other subject.

Do/Does questions are answered with a yes or no. In the examples, the answers include a tag sentence after the yes or no: "Yes, we do."

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

Listen and repeat.

Subject Pronoun	Possessive Adjective	Sentence
I	my	I love my father.
you	your	You love your grandmother.
he	his	He loves his grandchildren.
she	her	She loves her husband.
it	its	It loves its bed.
we	our	We love our parents.
they	their	They love their brothers.

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2J. Grammar

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

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

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

You may also give examples and ask questions about yourself and your students: This is **my** pen. Whose pen is it? Those are **your** books. Whose books are those?



We can use **'S** to show belonging.

"Of" Phrase	Apostrophe S
The wife of Joseph	Joseph's wife
The son of Mary	Mary's son
The father of Isaac	Isaac's father
The mother of the girl	The girl's mother

1. He is Sara's husband.
2. We are John's parents.
3. They are the boy's grandmothers.

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2K. Grammar – Apostrophe S for Possession

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

You may also use students' possessions to demonstrate: Whose pen is this? This is Joe's pen. Whose book is this? This is Susan's book.

Listen and repeat.

	Question ?	Answers
Non-count	How much...?	I have a lot of candy. I have a little rice. I have some coffee. I don't have much time.
Countable	How many...?	He sees a lot of angels. He has 7 children. She has a few babies. I have many barns.

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2L. Grammar

Note: We use the quantifiers *much, many, a few, a little, some,* and *a lot of,* to talk about quantities and amounts.

Countable nouns are things that can be counted easily: 1 chair, 2 pencils, 3 men.

Non-count nouns are things like liquids, gases, or small grains (rice, sand) that are hard to count individually. Instead we count their containers: one cup of coffee, two bowls of rice, a gallon of water.

How much is used for questions about money, weight, and non-count nouns. For example, "How much candy is in the grocery store? There is a lot."

How many is used for questions about countable nouns. For example, "How many forks are on the table? There are 3 forks on the table."


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

Listen and repeat.

Adverb	Frequency	Sentence
Always	100%	I always enjoy coffee.
Sometimes	50%	He sometimes writes letters.
Never	0%	She never watches the news on TV.

A. **How often** do you listen to the radio?

B. I **always** listen to the radio when I drive to work.



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2M. Grammar

Adverbs of frequency describe how often an action is done. There are six main adverbs of frequency in English: *always*, *usually*, *often*, *sometimes*, *rarely*, and *never*. These are relative and approximate frequencies.

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



Listen and repeat.

	Question ?	Affirmative +	Negative -
1 Singular	Is there...?	There is There's	There is not There isn't
2+ Plural	Are there...?	There are	There are not There aren't

1. Is there a red t-shirt in the laundry? Yes, there is.

2. Are there black pants in the closet? No, there aren't.

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2N. Grammar

There is and **there are** describe the location or existence of something.

There is indicates singular nouns (a shirt) or non-count nouns (water).

There are indicates plural nouns.


Some and **any** is also used with there is/are

Any is used with questions and negatives. Are there any shirts? No, there aren't any.

Some is used with affirmative forms. There are some shirts in the closet.

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.

Questions ?		Answers
Which	do you want, coffee or tea?	Tea, please.
Why	do you visit Nepal?	Because I like mountains.
How long	is your class?	It's 2 hours long.
How long	is the river?	It's 30 miles long.
How far	is the lake from here?	It's 15 miles from here.
How far	is the city from here?	It's a 10-minute walk.

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20. Grammar


Which is used for a situation with a few choices.

Why asks for a reason or purpose and is answered with **Because**.

How long is used for **time and distance**.

How far can be answered **by distance or travel time**.

Model, Repeat, and Solo the pronunciation of all forms shown on the chart. Then ask students some personal questions using these words.

 Listen and repeat.

		Question	Answers
Singular	near	What is this ?	This is a pen.
	far	What is that on the tree?	It is a bird. That is a bird.
Plural	near	What are these ?	These are pens.
	far	Who are those children on the field?	Those are the children from the school.

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2P. Grammar

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

Note: **This** and **these** are used for things relatively **near** the speaker.

That and **those** are used for things **farther** from the speaker.

Listen and repeat.

Subject	to be	verb + ing
I	am	washing my hair.
He/She/It	is	feeding the baby.
They/We/You	are	visiting friends.
John	is	taking a shower.
Ruth and David	are	celebrating Christmas.




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2Q. Grammar

The present continuous can be used for things happening right now or things planned in the near future.

Note, if the verb ends in "e" (take, celebrate) drop the final "e" before adding -ing (taking, celebrating).


- 1. Model:** Say each sentence. (For example, I am washing my hair.)
- 2. Repeat:** Ask students to repeat each form after you in unison.
- 3. Solo:** Call on individuals to repeat the sentences.

Listen and repeat.

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

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

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



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2R. Grammar

Can is used to describe ability and make polite requests.

Cannot is spelled as one word without a space.

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

Listen and repeat.

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

A. I live on the **third** floor.
 B. My son is in **fourth** grade.
 C. He won **first** place in the race.
 D. Her birthday is on May **5th**.
 E. We celebrate our **25th** anniversary this year.



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2S. Grammar and Vocabulary Practice

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

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

Numbers that end in y change the y to ie before the th: **twentieth, thirtieth.**

Abbreviations are formed with the number followed by the last two letters of the word: **1st, 2nd, 3rd, 4th**

 Listen and repeat.

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

God loves **me**, and I love **him** with all **my** heart.

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2T. Grammar

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

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

Listen and repeat.

	Question ?	Affirmative +	Negative -
Singular 1	Did he graduate?	He graduated .	He did not graduate. He didn't graduate.
Plural 2+	Did they graduate?	They graduated .	They did not graduate. They didn't graduate.

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2U. Grammar – Simple Past Tense Regular Verbs

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

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

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



Irregular Verbs - Listen and repeat.

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

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2V. Grammar – Irregular Past Tense Verbs

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

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

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



Listen and repeat.

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

2W. Grammar – Simple Past Tense Irregular Verbs

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

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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2X. 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 two-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.



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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2Y. 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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22. Grammar – Would Like

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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2AA. 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 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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2BB. 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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2CC. 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.

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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2DD. 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.



	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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2EE. 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. What do you need today?
2. What's your address?
3. What is in a bathroom? What else?
4. What do you like to do?
5. What did you do yesterday?
6. What is behind you? What is above you?
7. Please tell me about your family. How old are they?

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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 3 things you do every morning?
2. What are you wearing today? What am I wearing?
3. Which place would you like to visit: the mountains, the city, the beach, or the forest? Why?
4. When did you pass a test?
5. What did you buy, see and do last week?
6. Are you taller or shorter than me?
7. What are you gonna do this weekend?

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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. /u/	2. /n/	3. /r/
up	number	red
ugly	name	right
4. /t/	5. /E/	6. /s/
time	English	six
today	eat	sister

- A. I woke up today at 6:00 to practice English.
B. He writes his name and number on the red notebook.

4A. Pronunciation- Sound and Spelling

This section reviews the 12 most common sounds in English.

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. /d/	8. /l/	9. /th/ voiced
do	like	the
dog	listen	there
10. /i/	11. /k/	12. /e/
in	can	exit
is	can't	entrance

- A. Do you like to listen to the music?
B. I can see the exit and entrance doors in there.

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4B. Pronunciation- Sound and Spelling

This section reviews the 12 most common sounds in English.

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.



Say the word and the stress pattern.

A	B	C	D	E
—	— _	_ —	— _ _	— _ _ _

- | | | |
|-----------------|----------------|-------------|
| 1. thirsty | 7. television | 13. history |
| 2. phone number | 8. noodles | 14. raining |
| 3. fridge | 9. worshipping | |
| 4. hospitals | 10. mountains | |
| 5. between | 11. loved | |
| 6. pharmacy | 12. hated | |

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4C. Hum the stress.

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

Answers:

1. thirsty B
2. phone number D
3. fridge A
4. hospitals D
5. between C
6. pharmacy D
7. television E
8. noodles B
9. worshipping D
10. mountains B
11. history D

12. raining B

Answer the questions

So this is how you should pray:
"Our Father in heaven, we pray
that your name will always be kept
holy."



1. Who is in the picture?
2. Who is his father?
3. Who is our father?

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5A: Bible Reading Questions – Matthew 6:9

Ask the questions and discuss as a group. If needed, go back to the story to help them find the answers.

Answers:

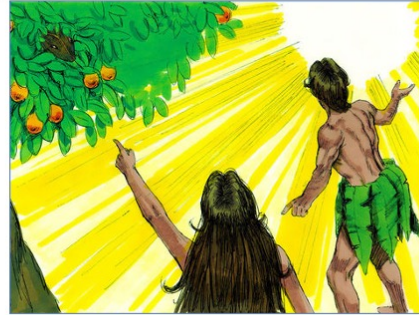
1. Jesus The picture is Jesus praying to his father, God.
2. God (and Joseph was his father on earth).
3. God

Ask if they have any questions or comments about the verse or picture.



Answer the questions

1. What did God tell Adam and Eve NOT to do?
2. Was the snake good or bad?
3. Why did they eat the fruit?
4. Do you listen to God?



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5B: Bible Reading Questions - Genesis 2:15-17; 3:1-19

Ask the questions and discuss as a group. If needed, go back to the story to help them find the answers.

Answers:

1. God said, "Do not eat the fruit from that one tree."
2. The snake was bad.
3. and 4. Answers will vary.

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

Answer the questions.



1. What did God tell Jonah to do?
2. What happened to Jonah?
3. What did the people of Nineveh do after Jonah told them about God?
4. Does God help you when you are in trouble? How?

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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.

Answers:

1. To go to Ninevah.
2. Jonah got on a boat and ran away from God. God sent a storm. The people on the boat threw Jonah into the water. A big fish swallowed Jonah. Jonah prayed to God to save him. The fish vomited Jonah out onto land. Then Jonah went to Ninevah and talked to the people.
3. They turned from their sin and prayed to God.
4. Answers will vary.

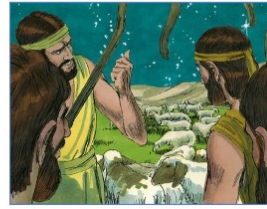
Comments:

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



Answer the questions

1. What did the angel tell the shepherds?
2. What did the shepherds tell everyone?
3. Why did God send angels to the shepherds?
4. What does this good news mean to you?



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5D. Story Questions - Luke 2:6-20

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 answers.

Answers:

1. Today your Savior was born. He is Jesus Christ the Lord.
 2. They told everyone about Jesus.
- For questions 3 and 4, answers will vary.

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



Answer the questions.

1. How did Jesus die?
2. After Jesus' death, what did the soldier say?
3. Why did Jesus have to die for us?
4. What does the death of Jesus mean to you?



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5E. 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.

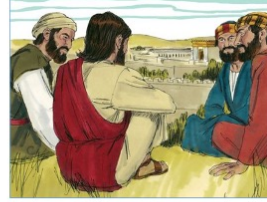
Answers:

1. He was nailed to the cross.
 2. "This was a good man. He was the Son of God."
- 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 is the greatest law?
2. What is the second law?
3. What new law did Jesus give to all His disciples?
4. If we love each other, what will other people know about us?
5. How can you love God with all your heart, soul, mind and strength?

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5F. Bible Reading Questions

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

Answers:

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

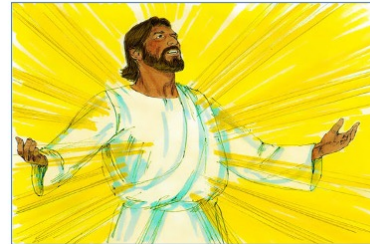
For question 5, answers will vary.

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



Answer the questions.

1. What 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.

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

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

Listen and write one word per line.

light	south
boy	hello
smiling	hated
experiment	exit
restaurant	kitchen
bird	fork
yellow	tried
travel	flock
smelling	bottle
office	boys

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6. Activities - Dictation

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

1. bottle, bottle (I bought a bottle of water.) bottle
2. office, office (He works in an office.) office
3. light, light (Jesus is the light of the world.) light.
4. restaurant, restaurant (We like to eat at that restaurant.)
restaurant
5. kitchen, kitchen, (The fridge is in the kitchen.) kitchen
6. south, south (The school is south of the pharmacy.) south
7. yellow, yellow (The sun was yellow.) yellow
8. boys, boys (The boys are sitting between the sofa and the wall.)
boys
9. flock, flock (The shepherd watches his flock of sheep.) flock
10. smelling, smelling (She is smelling the sweet French food.)
smelling

11. bird, bird (I saw a red bird in the garden.) bird
12. hated, hated (The dog hated the cat.) hated
13. travel, travel (I'd like to travel by bus.) travel
14. experiment, experiment (I am going to do an experiment in my science class.) experiment

Songs - Listen and write.



1. Love your sister and your _____. Love the stranger and the _____. Love your _____ as yourself.



2. I need ____ and I need food. I need his ____ and I know ____ do, too.



3. The ____ came to Eve ____ ____ Garden of Eden



4. Moses walked _____ the desert. Moses prayed to God _____.

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7. Songs

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

Answers:

1. Love your sister and your **brother**. Love the stranger and the **other**. Love your **neighbor** as yourself.
2. I need **water** and I need food. I need his **help** and I know **you** do, too.
3. The **snake** came to Eve **in the** Garden of Eden.
4. Moses walked **across** the desert. Moses prayed to God **above**.



First Review Test

Take the listening, speaking and writing test 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 tests students will take to review. **Print or make a copy of the Rubric found on slide 60 to score the student's answers.** The teacher will give the speaking, listening and writing test by asking the student the following questions. Encourage the student to answer in a complete sentence. Answers will vary.

1. What's your address?
2. What do you like to do?
3. What did you do yesterday? What else?
4. Tell me about your family. How old are they?
5. What are you wearing today? What am I wearing?
6. What did you see and do last week?
7. What are you going to do this weekend? What else?
- 8. Write three sentences about one theme picture.** (The teacher may chose any one theme picture from slides 3 to 9 for the student to use in this writing exercise). The student may write on paper or an electronic device.

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



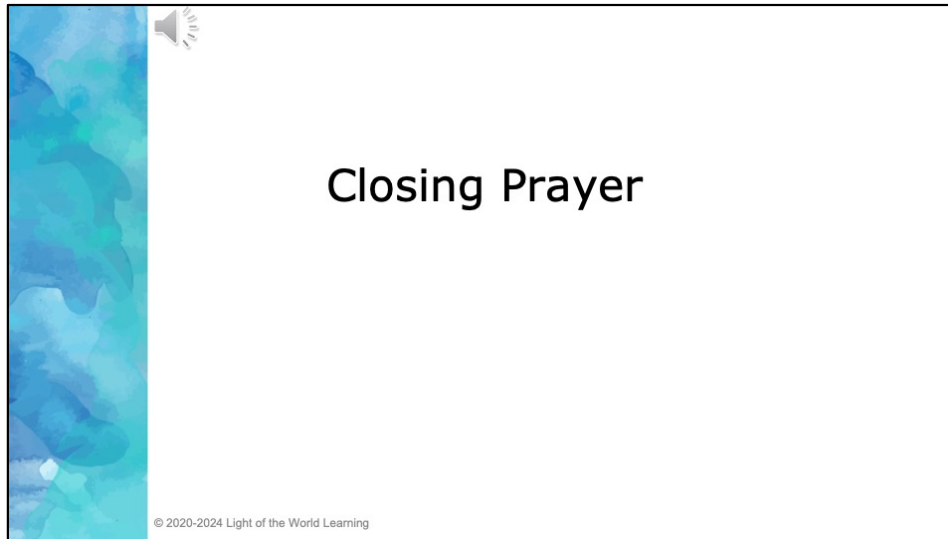
1 & 2 Homework

1. Read the next Unit's Bible chapters: Genesis 1 and 2
2. Take the Final Test at <https://forms.gle/ap3kVK6ffqbzyCD7A> and write your score here ____

If you don't like your score, practice more. Then take the test again, and write your new score here ____

8A. Homework 1 and 2

1. Students will always read the Bible Unit in their first language (L1) before reading it in English the following Unit. 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 test to be sure the student understands what to do. If you would like to see the students' results, please make a copy of the test at <https://docs.google.com/forms/d/1edbcFtxDiHzKxYikRuFHAoLEYZ7KakI5PhUPF2waaro/copy> and then send students the new link to YOUR copy of the test. Encourage students to look at their test results and practice areas that they missed. They may take the test again if needed.



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 Units 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 Units: bit.ly/UseLOTW
- Irregular Verb List: bit.ly/ListVerbs
- Unit 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: _____
 Score for Listening, Speaking and Writing: _____
 Score for Multiple Choice Quiz: _____
 Total Score: _____

Date: _____

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. What's your address?			
	2. What do you like to do?			
	3. What did you do yesterday? What else?			
	4. Tell me about your family. How old are they?			
	5. What are you wearing today? What am I wearing?			
	6. What did you see and do last week?			
	7. What are you going to do this weekend? What else?			
	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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