

# Light of the WORLD

*Learning English through the Bible*

Unit A2-02

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### Teacher's Notes:

**Bible Reading:** Sin Enters the World – Genesis 3

**Theme:** What's in your bag?

**Pronunciation:** Long /I/ spelled i-e and long /O/ spelled o-e

**Grammar:** possessive adjectives and apostrophe S possessives

### Preparation:

Pray

Read the Bible passages.

Preview slides and game.

Optional: Bring bags, ID card, keys, wallet, sunglasses, gum, mask, luggage, etc.



# Pray, Review, and Preview

**Bible Reading:** Sin Enters the World - [Genesis 3](#)

**Theme:** What's in your bag?

**Pronunciation:** /I/ spelled i-e and /O/ spelled o-e

**Grammar:** Possessive adjectives

## Pray

Pray for the class. You may want to thank the Lord for the opportunity to learn.

## 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.







# Listen and repeat

<b>1</b> 	<b>2</b> 	<b>3</b> 	<b>4</b> 
a bag	an ID card	a key	a wallet
I carry my things in a bag.	They need their ID cards for school.	I have the key to their apartment.	I have money in my wallet.

## 2A. Vocabulary

**1. Say the new words in a simple sentence:** "These are bags." 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,** as you indicate the object. For example, say: *a bag, a bag, a bag*. Have your students then repeat the word after you several times.

**3. Say the word in the written sentence.** Have students repeat after you each time, "I carry my things in a bag."

**4. Check students' comprehension by asking direct questions.** For example, ask questions such as: *What is this? What does this do? Why do I need this?*



## Listen and repeat

<b>5</b> 	<b>6</b> 	<b>7</b> 	<b>8</b> 
a mask	sunglasses	luggage	gum
Please wear your mask in the hospital.	His sunglasses are new.	His luggage is heavy.	We like to chew gum.

## 2B. Vocabulary

**Note:** **Sunglasses** is a non-count noun used with a plural verb: "His sunglasses **are** new." To talk about just one we say, "a pair of sunglasses." **Luggage** and **gum** are non-count nouns. They are used with a singular verb. "His luggage **is** heavy." To talk about just one, we say "A piece of luggage," or "a piece of gum."

**1. Say the new words in a simple sentence:** "This is a mask." several times, while indicating the 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** as you indicate the picture. For example, say: *a mask, a mask, a mask*. Have your students then repeat the word after you several times.





**3. Say the word in the written sentence.** Have students repeat after you each time, "Please wear your mask in the hospital."

**4. Check students' comprehension by asking direct questions.**

For example, ask questions such as: *What is this? Where is the gum?*



## Listen and Repeat

<b>9</b> 	<b>10</b> 	<b>11</b> 	<b>12</b> 
to ring	to hold	to fill	to pack
He wakes up when his clock rings.	She holds her phone.	Please fill my glass with water.	She is packing her luggage.

### 2C. Vocabulary


**1. Say the new words in a simple sentence:** "This is to ring." several times, while indicating the 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** as you indicate the picture. For example, say: *to ring, to ring, to ring*. Have your students then repeat the word after you several times.

**3. Say the word in the written sentence.** Have students repeat after you each time, "He wakes up when his clock rings."

**4. Check students' comprehension by asking direct questions.** For example, ask questions such as: *What am I holding now? What is this? What is she doing?*



	<b>Subject</b>	<b>Possessive Adjective</b>	<b>Sentence</b>
1	I	my	I hold <b>my</b> apartment key.
2	You	your	You pack <b>your</b> luggage.
3	He	his	He fills <b>his</b> bag with food.
4	She	her	She wears <b>her</b> sunglasses.
5	It	its	It plays with <b>its</b> ball.
6	We	our	We show <b>our</b> ID cards. 
7	They	their	They like <b>their</b> roommates.

**2D. Grammar - Possessive adjectives:** my, your, its, his, her, our, their

Possessive adjectives show who or what belongs to someone. They are used in front of a noun.

Ask students to take turns reading the sentences on the chart.

Note: **Its** and **it's** can be confusing. Remind students that **it's** with an apostrophe is a contraction for **it is**. **Its** without an apostrophe is a possessive adjective for **it**.

**Your** and **you're**, **their** and **they're** are also confusing. Remind students that **you're** and **they're** with apostrophes are short for **you are** and **they are**. **Your** and **their** are the possessive adjectives for **you** and **they**.

**There** is used to describe the location (It's over there) or existence (There are two students) of something. **There**, **their** and **they're** are all pronounced the same way-- just another example of why English is so interesting to learn!

You may also give examples and ask questions about yourself and your students: This is **my** wallet. Whose wallet is this? Those are **your** sunglasses. Whose sunglasses are those?



	<b>I</b>	<b>you</b>	<b>Joe &amp; Sue</b>	<b>Sentence</b>
1.				It's <b>my</b> dog.
2.				
3.				
4.				
5.				
6.				

**2E. Grammar - Possessive adjectives:** my, your, its, his, her, our, their

Ask students to say a sentence for each picture using the correct possessive adjective. Number 1 is an example.

Answers

2. It's their bike.
3. They're my sunglasses.
4. It's their key.
5. It's your gum.
6. It's your wallet.



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

"Of" Phrase	Apostrophe S
The wife of Adam.	Adam's wife
The husband of Eve.	Eve's husband
The wallet of the teacher.	The teacher's wallet
The key of the girl.	The girl's key
The luggage of Pete.	Pete's luggage

## 2F. Grammar – Apostrophe S for Possession

We can also use apostrophe S after the name or description of a person to show 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.



A: **Michael**, do you know where my **bag** is?

B: No. Let's look for it. Is that your bag?

A: No, that's my **sister's** bag. **Her bag** is **small**.

B. Is that your **bag**?

A. No that's my **children's** bag. **Their bag** is **blue**.

B. Do you hear something ringing?

A: Oh! It's my phone. It's under the table in my **bag**!

B: I'm glad we found it!

### 3A. Conversation 1

**1. Model: Say both parts of the conversation several times.**

Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. **Students are to watch and listen.**

**2. Repeat: Say one line at a time and have students repeat until they can be understood.**

**3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).

4. Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).



## Listen and repeat.

A: Hello. How may I help you?

B: I have a flight to **California in 2 hours.**

A: May I see your ID card, **sir?**

B: Yes, here it is.

A: Thank you very much. Please put your luggage on the scale.

B: Okay.

A: I am sorry **sir**, but your bag is too heavy. You need to pay \$50 to check the bag.

B: Oh no. I packed too many things!



### 3B. Conversation 2

**1. Model: Say both parts of the conversation several times.**

Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. **Students are to watch and listen.**

**2. Repeat: Say one line at a time and have students repeat until they can be understood.**

**3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).

4. Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).



## Listen and repeat

1. /I/ spelled i-e	2. /O/ spelled o-e	3. Challenge
bride	rode	
ride	alone	
beside	phone	
bike	stove	
like	toe	

A. His bride likes to ride her bike.

B. Her children left her phone on the stove.

### 4A. Pronunciation - Sound and Spelling – Long I and Long O followed by a consonant and silent E.

**1. Model: Say the sound several times while pointing to it.** (For example, point to the /I/ and say /I/, /I/, /I/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/I/ *bride, ride, beside, bike, like*). Students just watch and listen.

**2. Repeat: Say the sound and each word several times, having students repeat each time after you in unison.** Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom. Then read the sentences.

**3. Solo: Call on individuals to say a sound and its word group.** Give lots of praise. Then ask students to read the sentences.

**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. — _ _
fills	luggage	sunglasses
packed	roommates	exercise
hold	letter	bicycles
mask	flower	animal
gum	wallet	countertops
rings	Jesus	Saturday

## 4B. Pronunciation - Hum and clap the stress.

Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

- 1. Model:** Hum and then say each word in the column several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire column of words.

# Sin Enters the World

## [Genesis 3](#)

Adam and Eve lived in the beautiful garden God made for them. They did not wear clothes, but they did not feel ashamed. They walked in the garden and talked with God.



### **5A. Bible Reading**

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




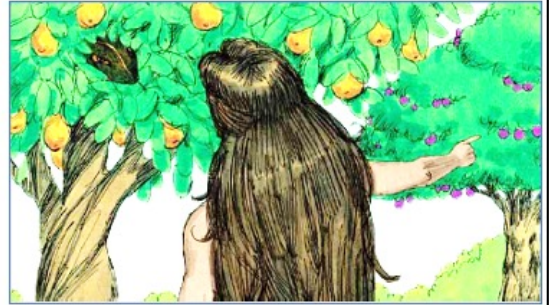
But there was a snake in the garden that was very smart. The snake asked the woman, “Did God really tell you not to eat the fruit from any tree in the garden?”



## **5B. Bible Reading**

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

 The woman said, "God told us we could eat the fruit of any tree except from the tree of the knowledge of good and evil. God told us, 'If you eat that fruit or even touch it, you will die.'"




The snake said to the woman, "You will not die. God just knows that as soon as you eat it, you will be like God and will understand good and evil like he does."



## 5C. Bible Reading

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

 The woman saw that the fruit was beautiful and looked delicious. She also wanted to be wise, so she took some of the fruit and ate it. Then she gave some to her husband, who was with her, and he ate it too.



Suddenly, they realized they were naked. They tried to cover their bodies by sewing leaves together to make clothes.

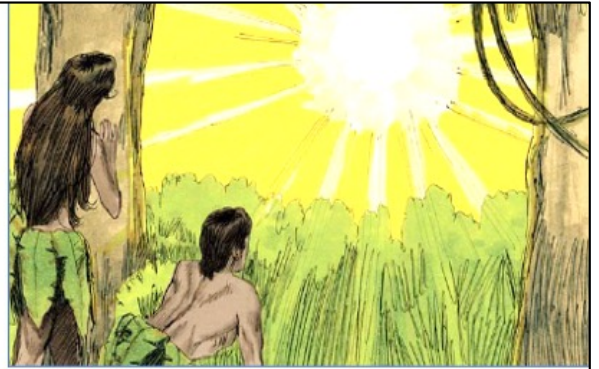


## 5D. Bible Reading

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



Then the man and his wife heard the sound of God walking through the garden. They both hid from God. Then God called to the man, "Where are you?"



Adam said, "I heard you walking in the garden, and I was afraid. I was naked. So I hid."

## 5E. Bible Reading

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



Then God asked, "Who told you that you were naked? Did you eat the fruit I told you not to eat?"



The man answered, "You gave me this woman, and she gave me the fruit."

Then God asked the woman, "What have you done?"  
The woman said, "The snake tricked me."

## 5F. Bible Reading

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



So God said to the snake, "You are cursed! You will crawl on your belly and eat soil. You and the woman will hate each other, and your children and her children will hate each other, too. You will bite her child's foot, but he will crush your head."



## **5G. Bible Reading**

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



God then said to the woman, “When you give birth to children, you will have a lot of pain. You will want your husband very much, but he will rule over you.”



## 5H. Bible Reading

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



God said to the man, "You listened to your wife and ate the fruit. Now the ground is cursed, and you will need to work hard to grow food. Then you will die, and your body will return to soil."



The man named his wife Eve, which means "life-giver," because she would become the mother of all people. And God dressed Adam and Eve with animal skins.

## 5I. Bible Reading

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



Then God said, "Now that the people have become like us by knowing good and evil, they must not be allowed to eat the fruit of the tree of life and live forever."



So God made Adam and Eve leave the garden. God put powerful angels at the entrance to the garden to keep anyone from eating the fruit of the tree of life.

## 5J. Bible Reading

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



## Answer the questions.

1. What did the snake ask Eve?
2. What did Adam and Eve do wrong?
3. Why did Adam hide from God?
4. Why did God make them leave the garden?
5. What do you think of this story?



### 5K. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1, 2, and 3 you may go back to the story to help students find the answer.

#### **Answers:**

1. The snake asked, "Did God really tell you not to eat the fruit from any tree in the garden?"
  2. Both of them ate from the Tree of Knowledge of Good and Evil.
  3. Because he was afraid and he was naked.
  4. So they could not eat from the Tree of Life and live forever.
- Answers will vary for question 5.



## Listen and fill in the blanks.

phone

stove

home

invite

liked

wife

ride

rode

bike

closed

stove



Yesterday was a busy day for Sarah. First, she \_\_\_\_1 her \_\_\_\_2 to the store to buy a birthday gift for her brother's \_\_\_\_3. But when she arrived, the store was \_\_\_\_4! So she turned around to go \_\_\_\_5 but she fell and hurt her toe.

She wanted to call for help, but she forgot her \_\_\_\_6. So she just rode her bike home. Then Sarah put a bandage on her toe and it felt better. So she cooked soup on the \_\_\_\_7. She called to \_\_\_\_8 her brother and his wife for dinner. They \_\_\_\_9 the soup. It was a good birthday party.

### 6A. Activities – Dictation of sound/spelling words /I/ and /O/

Read the dialogue 3 times as students listen and fill in the words. They can write the answers 1-9 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

#### Answers:

Yesterday was a busy day for Sarah. First, she **rode** her **bike** to the store to buy a birthday gift for her brother's **wife**. But when she arrived, the store was **closed**! So she turned around to go **home** but she fell and hurt her toe.

She wanted to call for help, but she forgot her **phone**. So she just rode her bike home. Then Sarah put a bandage on her toe and it felt better. So she cooked soup on the **stove**. She called to **invite** her brother and his wife for dinner. They **liked** the soup. It was a good birthday party.

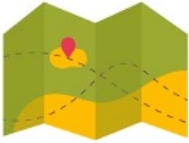


# Whose \_\_\_ is that?

A. Whose **map** is that?

B. That's **her map**.

1. Sara



2. I



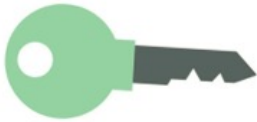
3. the cat



4. he



5. you and I



6. you



7. Eve



## 6B. Activities – Pair work - Possessive adjectives

**Student A will ask questions about the picture and Student B will answer using:** my, your, its, his, her, our, or their. On the next slide they will switch and B will ask questions. Number 1 is an example.

1. Whose map is that? That's her map.
2. Whose wallet is that? That's my wallet.
3. Whose food is that? That's its food.
4. Whose luggage is that? That's his luggage.
5. Whose key is that? That's our key.
6. Whose shirt is that? That's your shirt.
7. Whose gum is that? That's her gum.



# Whose \_\_\_ are those?

B. Whose **bags** are those?

A. Those are **my bags**.

1. I



2. we



3. John and Mary



4. she



5. he



6. you and Joe



7. Abe and Sue



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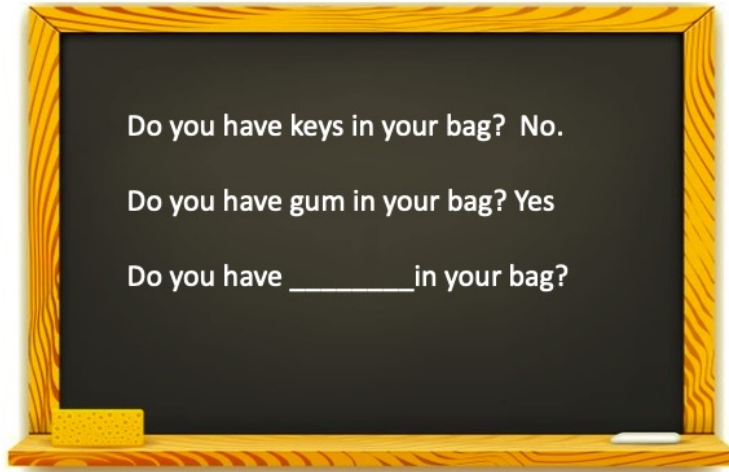
## 6C. Activities – Pair work - Possessive adjectives

**Student B will ask questions about the picture and Student A will answer using:** my, your, its, his, her, our, or their.  
Number 1 is an example.

1. Whose bags are those? Those are my bags.
2. Whose trees are those? Those are our trees.
3. Whose masks are those? Those are their masks.
4. Whose children are those? Those are her children.
5. Whose pets are those? Those are his pets.
6. Whose ID cards are those? Those are your ID cards.
7. Whose sunglasses are those? Those are their sunglasses.



## Game: What's in my bag?



### 7. Game – What's in my bag?







The teacher holds up his/her bag (purse, backpack, lunch bag, briefcase, etc.). Each student must ask 3 questions about what is in the bag, e.g. Do you have keys in your bag?

If the answer is yes, the teacher hold up the item and the student gets a point.

The student with the most points wins. Then the winning student then holds up his/her bag and the other players guess what is in it.

The player who guesses the most correct items in 5 minutes wins.

# 1A. Homework - Write about the pictures.

1 	He uses a key to open his luggage.	4 	
2 		5 	
3 		6 	

## Homework 1A - Write sentences using the pictured vocabulary words.

**Model.** Go over each of the homework assignments to be sure the student understands what to do.

**Repeat.** Encourage students to practice speaking and reading the completed homework assignments with a friend. 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.

Number one is an example.

**Answers** may vary, but will start with a capital letter, have a punctuation mark at the end, and use the following words:

1. key
2. ring
3. wallet

4. fill
5. ID card
6. bag/bags



## 1B. Write about the pictures.

7 		10 	
8 		11 	
9 		12 	

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### Homework 1B - Write sentences using the pictured vocabulary words.

Students will write a sentence for each picture to practice the lesson's vocabulary words.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, and use the following words:

7. mask
8. hold
9. sunglasses
10. pack
11. gum
12. luggage

## 2. Write possessive sentences with pronouns or apostrophe S.

	Object	Person	Sentence
1.	wallet	my roommate	It is my roommate's wallet.
2.	luggage	Mike	
3.	gum	they	
4.	key	we	
5.	sunglasses	the children	
6.	ID card	I	
7.	mask	his wife	

### Homework 2 – Grammar Review

Learners will create sentences using my, you, his, her, its, our, their or apostrophe S possessives.

#### Answers will vary but may include:

2. That's Mike's luggage. OR That's his luggage.
3. They hold their gum.
4. We pack our keys.
5. The children's sunglasses are red.
6. My ID card is in the bag.
7. Her mask is white. OR His wife's mask is white.



### 3. Write questions and ask a partner.

Questions	Answers
1. What's <b>your name</b> ?	My name is Christian.
2. _____ your bag	
3. Where's my _____	
4. _____ do you hold your phone	
5. _____ do you pack _____	
6. _____ do you fill _____	
7. _____ your wallet	

### Homework 3 – Conversations - Pair work

First, students complete writing the questions with their own words. 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.

Number 1 is an example.

**Questions and answers will vary**, but may include:

1. What's your name?
2. What's in your bag?
3. Where's my mask?
4. How do you hold your phone?
5. When do you pack your luggage?
6. When do you fill your water bottle?
7. What's in your wallet?



#### 4. Answer and say the sentences. Mark the /I/ and /O/ sounds

A. Are Tom and James going to ride the train?	No, Tom is going to ride the train alone.
B. Does your phone ring much?	
C. Can you ride a bike?	
D. Do you like to eat alone?	
E. Do you cook on a stove?	
F. Where is your home?	

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

This homework practices writing, spelling, and pronouncing the /I/ and /O/ sounds.

Answers will vary. Learners should mark the following sounds:

- A. Are Tom and James **g**oing to **r**ide the train?
- B. Does your **ph**o**n**e ring much?
- C. Can you **r**ide a **b**i**k**e?
- D. Do you **l**i**k**e to eat **al**o**n**e?
- E. Do you cook on a **st**o**v**e?
- F. Where is your **h**o**m**e?

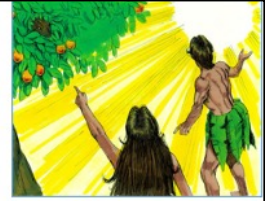
## 5. Who said it?

God

Adam

Eve

the snake



1. \_\_\_ said, "You will not die. God just knows that as soon as you eat it, you will be like God."
2. \_\_\_ said, "I heard you walking in the garden, and I was afraid. I was naked. So I hid."
3. \_\_\_ said, "The snake tricked me."
4. \_\_\_ said, "You will bite her child's foot, but he will crush your head."
5. \_\_\_ said, "You gave me this woman, and she gave me the fruit."

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### Homework 5 – Bible Story Review

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

Answers:

1. the snake
2. Adam
3. Eve
4. God
5. Adam

## 6A. Choose 1 verse to memorize.

**A**

The snake responded to the woman, "That is not true! You will not die. God just knows that as soon as you eat it, you will be like God and will understand good and evil like he does."

[Genesis 3:4 ERV](#)

**B**

Then God said, "Now that the human beings have become like us by knowing good and evil, they must not be allowed to eat the fruit of the tree of life and live forever."

[Genesis 3:22 ERV](#)

### Homework 6A – 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.

 **6B.** Choose 1 verse to memorize and read the next verses.

**C**

“I will make you and the woman enemies to each other.  
Your children and her children will be enemies.  
You will bite her child’s foot,  
but he will crush your head.”

[Genesis 3:15 ERV](#)

- Read the next lesson’s Bible verses: [Genesis 6:8](#) and [Genesis 7:1](#) in your language.

**Homework 6B – Memorize a verse and read the next lesson’s verses.**

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

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 Bible.IS or other Bible translation resources.



## 7A. Read and answer the questions.

Hello, my name is Hannah. I will be your tour guide for today. I would like to welcome everyone to Paris! Before we begin today's trip, please place your bags in a safe place. Last year, a young woman lost her wallet, so I want to make sure that everyone has their things before we start on the trip.

Today, we are going to the Eiffel Tower. When we get to the Tower, we need everyone to show their ID cards. Please make sure you have your passports or other forms of ID with you. Also please put your phones on silent so they don't ring during the tour. Our trip will take about 4 hours by bus, so you can sleep, read, or talk during our bus ride. Once again, I'm Hannah and I want to welcome you to Paris. Enjoy the ride!



### Homework 7A – Everyday Reading and Writing

The learners will read the article and answer the questions on the next slide.



## 7B. Answer the questions.

- A. What is the tour guide's name?
- B. What does the tour guide do before the trip?
- C. What city are they visiting?
- D. How can they enter the Eiffel Tower?
- E. What is one country YOU want to visit?
- F. Why do you want to go to that country?

### Homework 7B – Everyday Reading and Writing

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

#### Answers:

- A. The tour guide's name is Hannah.
- B. The tour guide makes sure that everyone has their belongings.
- C. They are in Paris, France.
- D. They can enter the Eiffel Tower if they show their ID cards.
- E. Answers will vary.
- F. Answers will vary.



## 8. What do you need to pack?



You are invited to visit a friend for a week. Write 10 sentences about the things you need to pack.

Example: **I need to pack my toothbrush.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### Homework 8 – Writing

**Model.** Write a few sentences about things you need to pack for a week-long trip.

Answers will vary.



## 9. Now I can...

- I can describe everyday objects.
- I can understand, read, say, and write the 12 vocabulary words about everyday things.
- I can use possessive adjectives.
- I can understand that Adam and Eve sinned against God.

### **Homework 9 – 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!



## Closing prayer

### **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.

Contact us at: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org) or [Info@LOTWL.org](mailto:Info@LOTWL.org)



## Appendix



- How to Use Lessons: [bit.ly/UseLOTW](https://bit.ly/UseLOTW)
- Irregular Verb List: [bit.ly/ListVerbs](https://bit.ly/ListVerbs)
- Lesson Downloads: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)
- Order Books: [bit.ly/BooksLOTW](https://bit.ly/BooksLOTW)
- Share Your Feedback: [bit.ly/FeedbackLOTW](https://bit.ly/FeedbackLOTW)
- Table of Contents: [bit.ly/TocLOTW](https://bit.ly/TocLOTW)
- Video Channel: [youtube.com/@LightOfTheWorldLearning](https://youtube.com/@LightOfTheWorldLearning)
- Vocabulary List: [bit.ly/VocabUS](https://bit.ly/VocabUS)
- Website: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)

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Bible story and pictures on slides slides 15-25, 35 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>