

Teacher's Notes:

Bible Reading: God's Covenant with Abraham – Genesis 11-15

Theme: Transportation

Pronunciation: /ld/ and /er/

Grammar: 1. a/an (before vowel sound) - I'm a teacher. I'm an artist. **2. "a/an" and "the" (indefinite and definite articles)** - I'm a teacher. I'm the teacher.

Preparation:

- Pray
- Read the Bible passages
- Preview slides and game.



Pray, Review, and Preview

Bible Reading: God's Covenant with Abraham – [Genesis 11-15](#)

Theme: Transportation

Pronunciation: /ld/ and /er/ spelled or

Grammar: a/an/the

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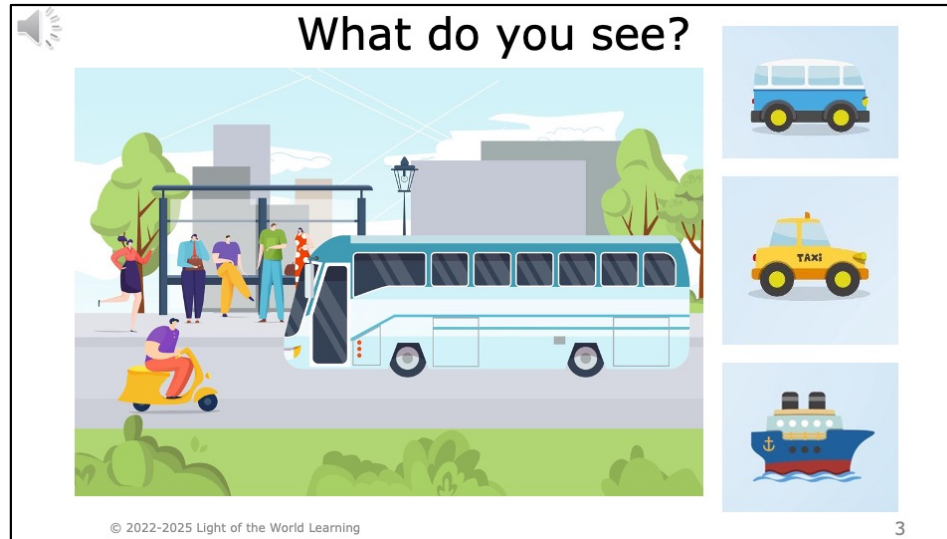
Pray

Pray for the class. You may want to thank God for safe travels to class. You may also ask God to help the class obey God like Noah and Abraham did.

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read Genesis 11-15 in their native languages in preparation for the lesson.

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



1A. Discuss Theme Picture

Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know. Repeat and write their words or show the words on the next slide.

Answers may include: **motor scooter, road, bus stop, passenger, board, ship, van, taxi,** etc.

More advanced students can be encouraged to make complete sentences:
He is riding a motor scooter. The bus is driving on the road. They are waiting at the bus stop. The passenger is about to board the bus.

What do you see?

1. passenger

2. bus stop

3. to board

4. motor scooter

5. road

6. van

7. taxi

8. ship

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1B. Show Words for Theme Picture

Please show the names of the theme picture items to the students briefly.

These words can be studied for homework.

Practice of vocabulary begins with the following slide.

 Listen and repeat.

1 	2 	3 	4 
gasoline	a ship	a motor scooter	a van
We fill up the car with gasoline.	I'd like to sail a ship.	He rides his motor scooter.	She drives a white van.
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2A. Vocabulary

Note: "gas" is a common abbreviation for "gasoline," both are noncount nouns.

1. Say the new words in a simple sentence: "This is gasoline." several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.





2. Say the word and the article that goes with it several times, as you indicate the object. For example, say: *gasoline, gasoline, gasoline*. 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, "We fill up the car with gasoline."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where's the ship? Is this a van?*

Listen and repeat.

5 	6 	7 	8 
a highway	a road	a subway	a parking lot
We drive fast on the highway.	This road is long.	The subway train is on time.	They park in the parking lot.

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2B. Vocabulary

Note: A highway is a kind of large road. "Road" is a more general term that is a synonym of "street".


1. Say the new words in a simple sentence: "This is a highway." several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.





2. Say the word and the article that goes with it several times, as you indicate the object. For example, say: *a highway, a highway, a highway*. 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, "We drive fast on the highway."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where's the parking lot? Is this a highway?*


 Listen and repeat.

9 	10 	11 	12 
a taxi/cab	a bus stop	a passenger	to board
A taxi took them to the airport.	They waited at the bus stop.	The passengers ride the subway.	He boarded the bus.

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2C. Vocabulary

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

 **Listen and repeat.**

A/an (for general objects)	The (for specific objects)
Is he boarding a ship?	He's boarding the 3:00 ship going to Australia.
I can't drive a motor scooter on an icy road.	I drive the blue motor scooter every day.
They took a bus to go to a party.	They took the East Road bus to go to the birthday party.
I can write an email on my phone.	I can read you the email from John.

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2D. Grammar

"A/an" and "the" (indefinite and definite articles)

Note: "A/an" is the indefinite article. It is used to indicate general objects. For example, "a ship" refers to any ship. "The" is the definite article. It is used to indicate specific objects. For example, "the ship" refers to one specific ship. "A/an" can also be used the first time you introduce an object and "the" can be used when you mention the object again and both the speaker and listener know which specific object is being talked about.

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



Listen and repeat.

A (before a consonant sound)	An (before a vowel sound)
a parking lot	an adult
a bus	an electric car
a passenger	an early train
a highway	an Indian student
a subway	an October day
a yellow taxi	an umbrella
a university /yU-ni-ver'-si-tE/	an hour /owr/

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2E. Grammar

A (before a consonant sound) /an (before a vowel sound)

Note: "A/an" is an article. Articles are types of adjectives, and they "modify" nouns.

The vowels are a, e, i, o, u. The consonants are the rest of the letters. Sometimes, a word starts with a vowel, but the vowel makes a consonant sound, such as in the word "university." In this case, the word will be preceded by "a." Likewise, sometimes a word starts with a consonant, but the consonant is silent, such as in the word "hour." In this case, the word will be preceded by "an."

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

 Make sentences with **a, an** or **the**.

A subway is	a / an / the	morning.
Eve was		large boat.
Noah was		first woman.
A cat is		underground train.
A ship is		English city.
London is		animal.
The train leaves in		man.

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2F. Grammar

Ask students to say the sentences by matching the phrases and using **a, an** or **the**.

The first one is an example.

Answers:

A subway is **an** underground train.
 Eve was **the** first woman.
 Noah was **a** man.
 A cat is **an** animal.
 A ship is **a** large boat.
 London is **an** English city.
 The train leaves in **the** morning.



Listen and repeat.

A: Hi! Can you please help me get to **the university**?

B: Yes. I have a map right here.

A: I want to take **the subway**. Where can I **board**?

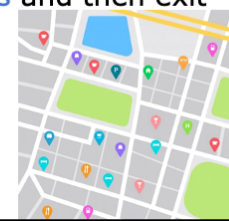
B: Follow this road **north** until you see **the subway station**.

A: Ok. Then where do I exit **the subway**?

B: You need to ride **the subway east for five stops** and then exit at **Washington Street**.

A: Ok. I can do that. Thank you!

B: You're welcome. Have a safe trip.



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3A. Conversation 1:

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

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

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

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

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



Listen and repeat.

A: Everyone, get in **the van**. We're going to **France**!

B: Are you sure you know how to get there?

A: Yes, I do. We just need to **follow the highway**.

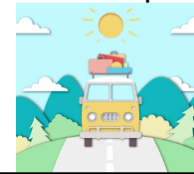
B: How long will it take?

A: **Six hours**.

B: That's a long time. Can we stop on the way?

A: Yes, we will need to stop for **gas and food**. We can also stop **at a parking lot to walk around**.

B: Yay, this will be fun! *Bon voyage!* That means, "a good trip," in French.



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3B. Conversation 2:

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

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

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

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



Listen and repeat.

1. /ld/	2. /er/ spelled or	3. Challenge
hold	motor scooter	
cold	fireworks	
child	history	
world	world	
field	neighbor	

- A. The children hold hands in the cold field.
B. My neighbor rode a motor scooter to see the fireworks.

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4A. Pronunciation - Sound and Spelling

1. Model: Say the sound several times while pointing to it.

(For example, point to the **-ld** and say /-ld/ /-ld/ /-ld/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/ -ld/ hold, cold, child, world, field). 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. — _ _
ship	subway	parking lot
road	highway	passenger
gas	taxi	temperature
board	bus stop	sunglasses

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4B. Hum and clap the stress.

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

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

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

God's Covenant with Abraham.

[Genesis 11-15](#)

Many years after the flood, there were again many people in the world. They still sinned against God and each other. Because they all spoke the same language, they worked together and built a city, instead of traveling over the earth as God commanded.




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5A. Bible Reading

Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand. The hyperlinks of the Bible verses connect to <https://live.bible.is/> so students can read and hear the scripture in their own languages.

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.

 They did not want to obey how God said they should live. They even began building a tall tower to reach the sky. God saw that, if they all kept working together, they could do many more bad things.

So God changed their language into many different languages and scattered them all over the world. Their city was called Babel, which means "confused," because God confused their language.



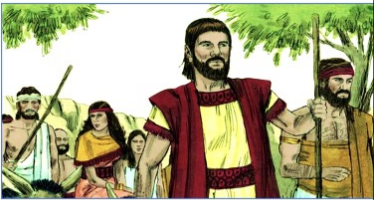

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5B. Bible Reading

- 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.

Many years later, God spoke to a man named Abram. God told him, "Leave your country and family and go to the land I will show you. I will bless you and make you a great nation. I will bless those who bless you and curse those who curse you. All families on earth will be blessed because of you."

So Abram obeyed God. He took his wife, Sarai, and everything he had and went to the land God showed him, the land of Canaan.




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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.

When Abram arrived in Canaan, God said, "Look all around you. I will give to you all this land, and your children will always have it." Then Abram started living in the land.



There was a man named Melchizedek who was a priest of God Most High. One day, after Abram had been in a battle, he and Abram met. Melchizedek said to Abram, "May God Most High help Abram." Then Abram gave Melchizedek a tenth of everything he had won in the battle.



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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.



After many years, Abram and Sarai were old and still did not have a son. God spoke to Abram and promised again that he would have a son and as many children as the stars in the sky. Abram believed God's promise.



God was happy with Abram because he believed in God's promise.

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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 made a covenant with Abram. Usually, a covenant is an agreement between two parties to do things for each other. But in this case, God made a promise to Abram while Abram was in a deep sleep, but he could still hear God. God said, "I will give the land of Canaan to your children."



But Abram still did not have a son.

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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.



Answer the questions.

1. How did God make the people stop building the tower?
2. Who was Melchizedek?
3. Why was it bad for the people to build a tower?
4. Why was it hard for Abram to believe that he would have many children?
5. Do you believe God's promises? Why or why not?



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5G. Bible Reading Questions

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

Answers:

1. God changed their language into many different languages.
2. Melchizedek was a priest of God.
3. The people were not obeying the way God had told them to live.
4. He and Sarai still did not have a son after many years.

Answers will vary for question 5.



Listen and fill in the blanks.

open	doors	cold	subway	board	seniors
hold	street	field	passengers	world	children

Thank you for riding the city ____1. You are at Elm ____2. Please move further into the train car, so other passengers can ____3. Also, please give up your seat for mothers with ____4, ____5 and others who may need to sit down more than you do. Standing ____6, please ____7 on and do not lean against the ____8. State Street is next. Doors will ____9 on the left at State Street. We appreciate you choosing us for your transportations needs. Please be safe and have a great day.



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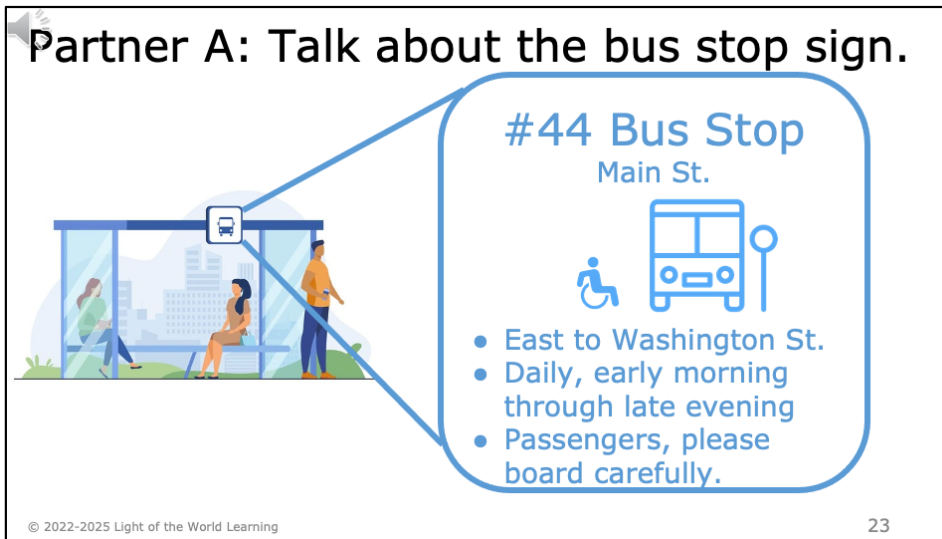
6A. Activities – Dictation

Read the subway announcement 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:


Thank you for riding the city **subway**. You are at Elm **street**. Please move further into the train car, so other passengers can **board**. Also, please give up your seat for mothers with **children, seniors**, and others who may need to sit down more than you do. Standing **passengers**, please **hold** on and do not lean against the **doors**. State Street is next. Doors will **open** on the left at State Street. We appreciate you choosing us for your transportations needs. Please be safe and have a great day.

Partner A: Talk about the bus stop sign.



The illustration shows a bus stop shelter with a sign on top. Inside the shelter, two women are sitting on a bench, and a man is standing. A callout box points to the sign, which contains the following information:

#44 Bus Stop
Main St.



- East to Washington St.
- Daily, early morning through late evening
- Passengers, please board carefully.

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6B. Activities – Pair work

Partner A will look at this slide and answer questions about the sign.
Partner B will look at the next slide and ask questions about the sign.

Partner B: Ask about the bus stop sign.

- A. What is the bus number?
- B. What street does the bus go on?
- C. Which direction does the bus travel?
- D. Does the bus run at night?
- E. How often does the bus run?
- F. Can people in wheelchairs use the bus?



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6B. Activities – Pair work

Partner B will look at this slide and ask questions about the sign.
Partner A will look at the previous slide and answer questions about the sign.

Answers:

- A. The bus number is 44.
- B. The bus travels down Main Street.
- C. The bus travels east.
- D. No, the bus only runs from early morning through late evening.
- E. The bus runs daily.
- F. Yes, the bus is wheelchair accessible.



Song - Listen and repeat.

Proud people in Babel built a tower
Because they wanted fame and power.
They used bricks and tar
To try and reach the stars
But God changed their language
And scattered them far!




7. Songs







Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits.

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Write on board words that students ask about and give simple definitions. Then sing it two or three times, as the students just listen.

2. Repeat: sing the selection again, a line or sentence at a time, as students repeat after you. Then play the recording and sing the song together as a class in unison.

3. Solo: The student sings solo (or if shy, can just read the words aloud).

 **1A. Homework – Write about the pictures.**

<p>1</p> 	<p>To get to the library, you have to ride the subway for two stops.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	

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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. 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. subway
2. passenger
3. van
4. road

5. highway
6. ship

 **1B. Homework – Write about the pictures.**

<p>7</p> 		<p>10</p> 	
<p>8</p> 		<p>11</p> 	
<p>9</p> 		<p>12</p> 	

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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. taxi/cab/Uber
- 8. parking lot
- 9. motor scooter
- 10. bus stop
- 11. gas
- 12. board

2. Write 6 sentences with **a, an, or the**.

old	apple	airplane	van	car	address		
road	bus	taxi	icy	board	exit	hour	gas

I ate an apple on the subway yesterday.

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Homework 2. – Grammar and Vocabulary Review

Learners will make sentences using a/an/the and any other words they like. Answers will vary.

3. Ask your partner questions.




1. What kind of transportation do you usually take? Why?
2. What form of transportation do you not like to take? Why?
3. Tell a fun or scary story about traveling.

Homework 3. – Conversations - Pair work

Students take turns asking their partners the questions. Students are encouraged to practice fluency by talking as much as they can in response to each question. They need not worry about making sure everything they say is perfectly mistake-free.

Questions and answers will vary. For example:

1. I usually take the bus to work every day because it is the fastest way to get there. In the summer, though, sometimes I take my motor scooter. I like the feeling of the fresh air in my face when I ride it.

 4. Answer and say the sentences. Mark the /ld/ and /er/ sounds.	
A. What do you do when it's cold?	I bu ld a fire and sit next to it to warm up my toes.
B. Do you ride a motor scooter?	
C. Do you have children?	
D. Do you like fireworks?	
E. Where in the world do you live?	
F. Who is your neighbor?	
G. What's your favorite English word?	
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Homework 4. – Write and say sentences with the new sounds.

This homework practices writing, spelling, and pronouncing the /ld/ and /er/ sounds.

Answers will vary, but they need to include a word or words with /ld/ and /er/ sounds as well. Learners should mark the following sounds in the questions and also in the answer they draft:

- B. Do you ride a mot**or** scoot**er**?
- C. Do you have child**ren**?
- D. Do you like firew**or**ks?
- E. Where in the w**or**ld are you from?
- F. Who is your neighb**or**?
- G. What's your favorite English w**or**d?

5. Questions about the Bible Reading

1. What did God promise Abram?
2. What did Abram give Melchizedek?
3. Who was Sarai?
4. What did the people in Babel try to do?
5. Why was God happy with Abram?
6. Do you talk to God? What do you say?



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Homework 5. – Bible Reading Review

Students match each picture with an event from the Bible story.

Answers:

1. God promised he would have a large family and they would live in the land of Canaan.
2. He gave him one tenth of everything he had won in the battle.
3. Sarai was Abram's wife.
4. They tried to build a big tower up to the sky.
5. Because Abram believed God and obeyed Him.
6. Answers will vary.

6A. Choose 1 verse to memorize.

A

Then God led Abram outside and said, "Look at the sky. See the many stars. There are so many you cannot count them. Your family will be like that."

[Genesis 15:5 ERV](#)

B

Abram believed the Lord, and because of this faith the Lord accepted him as one who has done what is right.

[Genesis 15:6 ERV](#)

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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 A ship is very big, and it is pushed by strong winds. But a very small rudder controls that big ship. And the one who controls the rudder decides where the ship will go. It goes where he wants it to go. ⁵ It is the same with our tongue. It is a small part of the body, but it can boast about doing great things. [James 3:4-5 ERV](#)

- Read the next lesson's Bible passage: [Genesis 16-22](#) 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 about taxis around the world.

Whether you call it a taxi, a cab, an Uber, or a tuk-tuk, these hired rides are a common way to travel in many places. In London, the taxis are black, in New York they are yellow, and in many parts of Asia they have only three tires! In Chicago, they even have water taxis that carry passengers through the city on the river.

Today, mobile apps make it easy to find a taxi and to pay without cash. Taxis are more expensive to ride than buses or subways. But many passengers find it's easier and more comfortable to take a cab.


Many taxi drivers in the USA are immigrants. It can be a difficult and dangerous job, but it's also a good way to learn English. For drivers and passengers around the world, taxis are an interesting way to travel and meet people.

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Homework 7A. – Everyday Reading and Writing

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

 **7B. Answer the questions.**

- A. What are some other names for taxis?
- B. Where can you find water taxis?
- C. Why are taxis more expensive than buses?
- D. Why can it be dangerous to drive a taxi?
- E. Do you ride in taxis? Where?
- F. Would you like to work as a taxi driver? Why?



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Homework 7B. – Everyday Reading and Writing

The learners will read the bus stop sign and answer the questions.

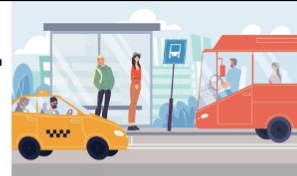
Answers may vary:

- A. Other names include cabs, Ubers, and tuk-tuks.
- B. Water taxis run on the river in Chicago.
- C. Taxis are more expensive because fewer people can fit in them.
- D. It can be dangerous because of traffic accidents and crime.
- E. Answers will vary.
- F. Answers will vary.



8. Write about your travels.

Write at least 10 sentences about a time you took a long trip or got lost.



Homework 8. – Writing

Model. Write something about your own experience with public transportation. For example: One time I tried to take the subway to visit a friend, but I got off at the wrong stop. I was lost, because I did not know how to get back to where I was going. Finally, I called an Uber to pick me up. After that, I got to my friend's house with no problems...

Answers will vary.




9. Homework – Now I Can...

- I can talk about transportation.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use "a/an" and "the."
- I can understand that Abram believed God's promises.

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

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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 or Info@LOTWL.org



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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Bible story and pictures on slides 15-21, 25 and 31 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>