

Teacher's Notes:

Bible Reading: God blesses Jacob [Genesis 25:27-35:29](#)

Theme: Places in town

Pronunciation: /or/ spelled ore and /A/ spelled ai

Grammar: Prepositions of place, How do you say ___?

Preparation:

Pray.

Read the Bible passages.

Preview slides and game.



Pray, Review, and Preview

Bible Reading: God blesses Jacob [Genesis 25:27-35:29](#)

Theme: Places in a town

Pronunciation: /or/ spelled **ore**, and /A/ spelled **ai**

Grammar: Prepositions of place;

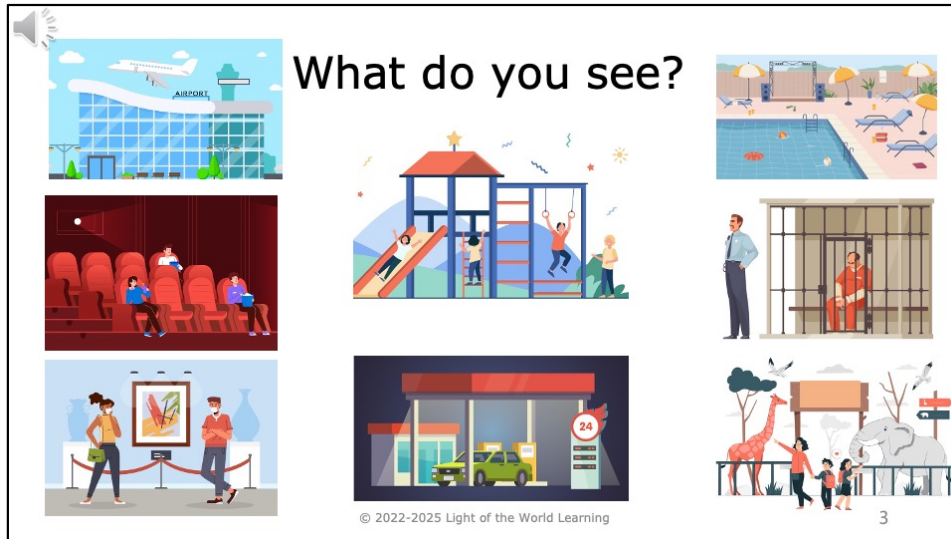
How do you say ____ in English?

Pray

Pray for the class. You may want to thank the Lord for our homes and town we live in.

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 25:27-35:29](#) 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: **airport, museum, playground, jail, gas station, swimming pool, zoo, cinema, etc.**

More advanced students can be encouraged to make complete sentences:

People are watching a movie in the cinema.

1. Places in a town

2. an airport

3. a cinema

4. a museum

5. a playground

6. a gas station

7. a pool

8. a jail / prison

9. a zoo

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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
			
a city hall	a pool	a zoo	a museum
We meet at the city hall.	We swim at the pool.	We see animals at the zoo.	We visit the art museum.

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2A. Vocabulary





1. Say the new words in a simple sentence: "This is a city hall." 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 city hall, a city hall, a city hall*. 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 meet at the city hall."

4. Check students' comprehension by asking direct questions. For example, *What is this? Where's the zoo? Is this a museum?*


Listen and repeat.





5	6	7	8
			
a gas station	a building	a playground	a bar
I buy gas at a gas station.	We live near a big building.	The kids play at the playground.	She works in a wine bar.

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2B. Vocabulary

- 1. Say the new words in a simple sentence:** "There is a gas station." 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 gas station, a gas station, a gas station.* 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 buy gas at a gas station."
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Where's the gas station? Is this a building?*

 Listen and repeat.

9	10	11	12
			
a jail/prison	a cinema	a police station	an airport
Paul was in jail many times.	We watch movies at the cinema.	The police station is open.	I catch a plane at the airport.
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2C. Vocabulary

Note: **Jail** and **prison** are synonyms.

- 1. Say the new words in a simple sentence:** "This is a jail." 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 jail, a jail, a jail*. Have your students then repeat the word after you several times.
- 3. Say the written sentence.** Have students repeat after you each time, "Paul was in jail many times."
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Where's the cinema? Is this a police*

station?



Word Partners: In, On, At

In – Town, State, Country, Continent	On – Streets, the right, the left	At – Building, address, landmark
In London	On First Avenue	At home/work/school
In California	On Route 66	At 3131 Shore Drive
In Japan	On Main Street	At the airport
In Africa	On the right/left	At the cinema

1. I'm **in** Chicago **on** Michigan Avenue ___ the museum!
2. He's ___ school ___ Paris ___ Victor Hugo Avenue.
3. Where's the cat? _____
4. Where were you yesterday? _____
5. Where are you now? _____

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2D. Grammar

This slide shows word partners (collocations) for prepositions of place: In, On, At. Note that IN is used with very large areas such as continents, countries, states and cities. ON is for streets and sides. AT is for individual buildings or landmarks.





Model, Repeat, Solo each column of the chart.

Ask students to complete the sentences at the bottom of the slide with the correct prepositions and answers.





1. I'm **in** Chicago **on** Michigan Avenue **at** the museum!
2. He's **at** school **in** Paris **on** Victor Hugo Avenue.
3. The cat is **on** Route 66.
4. and 5. Answers will vary, but should use in/on/at (e.g. I was at the Town Hall on Main Street. I am at school in Ghana.)

 **Prepositions – Where’s the cat?**

behind in front of next to in on between above

1.  2.  3.  4. 

The cat is **below** the box.

5.  6.  7.  8. 

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2E. Grammar -Prepositions of place- to refer the location of something.

Review the eight prepositions by holding up familiar objects such as pens and a book and describing them. For example, “The book is below the pen.”

Ask the students, “Where’s the cat in picture one?”
 They should respond with the sample answer: “The cat is below the box.”
 Then ask (or have a student ask), the same question for each of the other picture numbers. They should provide the following answers:

- 2. The cat is in the box.
- 3. The cat is on the box.
- 4. The cat is next to the box.
- 5. The cat is behind the box.
- 6. The cat is above the box.
- 7. The cat is between the boxes.

8. The cat is in front of the box.

Question ?	Answer
1. How do you say <i>piscina</i> in English?	We say <i>pool</i> .
2. How do you say <i>museum</i> in Spanish?	We say <i>museo</i> .
3. How do you say _____ in your language?	We say _____.
4. How do you say _____ in _____?	We say _____.
5. What does <i>cinema</i> mean?	It's a place to watch movies.
6. What does _____ mean?	

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2F. Grammar - Asking for meaning.

Tell learners that they can learn new words by asking "How do you say ___?" and "What does ___ mean?"

Ask questions 1 and 2 and allow students to give the written answers.

Ask question 3 to the students, filling in the blank with a vocabulary word.

Allow students to practice asking questions 4, 5, and 6 to one another or to you. Answers will vary.



Listen and repeat.

A: Excuse me? Where's the **cinema**?

B: The **cinema** is **next to** the **museum**.

A: Hmm... I don't see it. Is it **behind** that **playground**?

B: No, it's **in front of** the **police station**.

A: Oh! I know where the **police station** is. It's **between** the **gas station** and **hospital**, right?

B: Yes, that's right!

A: Thank you so much! Have a good day!



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11

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 the blue words).



Listen and repeat.



A: What's that building?

B: That's the **prison**.

A: What does **prison** mean?

B: It's **a place where they lock up people who break laws**.

A: Oh, thanks. I learned a new word!

B: How do you say **prison** in your language?

A: We say **jela** in **Swahili**.

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12

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 the blue words).



Listen and repeat.

1. /or/ spelled ore	2. /A/ spelled ai	3. Challenge
shore	jail	
wore	wait	
more	rain	
store	email	
before	praise	

- A. Can we send him email while he waits in jail?
B. Let's get more food from the store before it rains.

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13

4A. Pronunciation - Sound and Spelling




Note: When two vowels are together such as **ai**, the first vowel is long and pronounced like its name /A/.

1. Model: Say the sound several times while pointing to it. (For example, point to the /or/ and say /or/ /or/ /or/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/or/ shore, wore, more, store, before). 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. 
buildings	cinema	Rebekah
playgrounds	hospital	apartment
market	swimming pool	museum
parking	gas station	beginning
taxi	photograph	together

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14

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 blesses Jacob Genesis 25:27-35:29



Isaac and Rebekah's sons got older. As the boys grew up, Jacob loved to stay at home, but Esau loved to hunt animals. Rebekah loved Jacob, but Isaac loved Esau.

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15

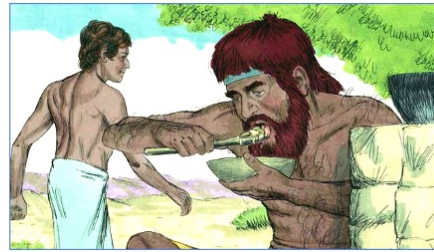
5A. Bible Reading

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.



One day, when Esau came back from hunting, he was very hungry. Jacob was cooking a pot of beans. So Esau said to Jacob, "Give me some of the food you made."



Jacob responded, "First, promise me that you will give me everything you should receive because you were born first." So Esau promised to give to Jacob all those things. Then Jacob gave him some food.

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.

isaac grew old and his eyes became so bad that he could not see well. He wanted to give his blessing to Esau before he died.

But Rebekah and Jacob tricked him by having Jacob pretend to be Esau. Rebekah helped Jacob put on Esau's clothes and put goatskins on his neck and hands.



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.



Jacob came to Isaac and said, "I am Esau. I have come so that you can bless me."

When Isaac felt the goat hair and smelled the clothes, he thought it was Esau and blessed him.

Isaac said, "May God give you plenty of rain, good crops, and wine. May the nations serve you and many people bow down to you. You will rule over your brothers. They will bow down to you and obey you. Whoever curses you will be cursed. Whoever blesses you will be blessed."

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18



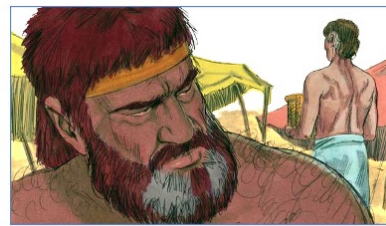
5D. Bible Reading

- 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.



Esau hated Jacob because Jacob had stolen his rights as oldest son and also his blessing. So, he planned to kill Jacob after their father died.

But Rebekah heard of Esau's plan. So she and Isaac sent Jacob far away to live with her relatives.



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19

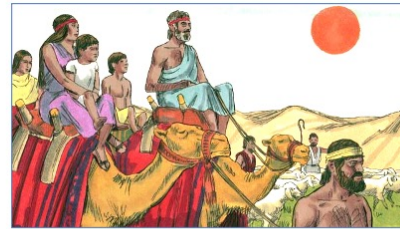
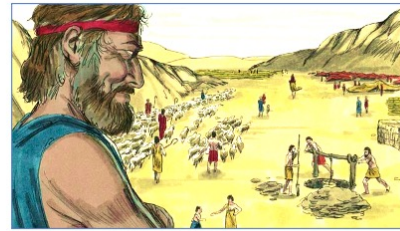
5E. Bible Reading

- 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.



Jacob lived with Rebekah's relatives for many years. During that time, he got married and had 12 sons and a daughter. God made him very rich.

After 20 years away from his home in Canaan, Jacob returned there with his family, his servants, and all his flocks and herds of animals.



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20

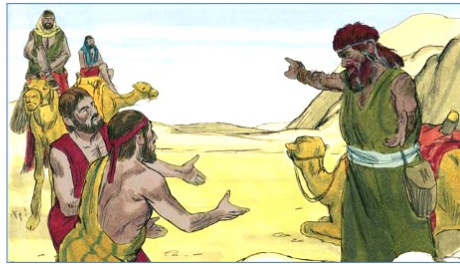
5F. Bible Reading

- 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.



Jacob was very afraid because he thought Esau still wanted to kill him. So, he sent many of his animals to Esau as a gift.

The servants who brought the animals said to Esau, "Your servant, Jacob, is giving you these animals. He is coming soon."

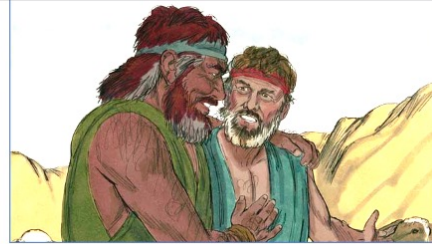


5G. Bible Reading

- 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.



But Esau no longer wanted to hurt Jacob. Instead, he was very happy to see him again. So the brothers lived peacefully in Canaan.



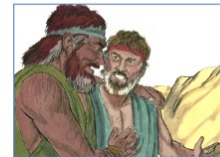
Then Isaac died, and Jacob and Esau buried him. The covenant promises God made to Abraham now passed on from Isaac to Jacob.

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.

Answer the questions.

1. Who was Rebekah's favorite son? Who was Isaac's favorite?
2. Why do you think Rebekah and Isaac loved different sons?
3. What problems happened because Isaac and Rebekah each loved a different son?
4. Why was Esau willing to trade what was his as the firstborn for some food?
5. Jacob tricked Isaac to get his blessing. What does this tell us about Jacob?
6. How do you get along with your brothers, sisters, or other family members?



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5I. Bible Reading Questions

Ask the questions and discuss as a group. You may go back to the story to help students find the answer.

Answers will vary but may include:

1. Rebekah loved Jacob. Isaac loved Esau.
2. Jacob stayed at home so maybe he spent more time with his mother. Also, God had told Rebekah that her older son would serve the younger. Esau loved to hunt. Perhaps Isaac also loved to hunt, and to eat the wild animals that they killed. This may be the reason he loved Esau more than he loved Jacob.
3. Jacob and Esau knew that their parents did not love them equally. Perhaps this is why Jacob and Esau continually struggled with each other. They both tried to get what the other brother had.
4. Esau did not care about the promises God made to Abraham. He was only interested in his food for that day. Later, he wanted to receive his father's inheritance. But he was not interested in receiving anything from God.
5. It was good that Jacob wanted to have his father's blessing. But

he was wrong to trick his father in order to receive it. Because he did that, he had to flee from his brother and spend twenty years in another country.

6. Answers will vary.



Listen and fill in the blanks.

jail	mail	store	more	before	rain
store	praise	hail	waiting	wore	email

Hi Jake. I'm calling because I got your ____1 today. Right now I'm ____2 at the ____3 because of the ____4 and the ____5. I don't want to go outside until the weather clears up. I ____6 a hat and brought an umbrella today but it is still too stormy to walk to the ____7 and visit my friend Pete.

You remember him, right? He went to school with us. He was arrested and has spent ____8 than six months in prison. But in the jail he learned about Christ and he has changed his life. ____9 the Lord!









6A. Activities – Dictation of sound/spelling words /or/ ore and /A/ spelled ai

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

Answers:

Hi Jake. I'm calling because I got your **email** today. Right now I'm **waiting** at the **store** because of the **rain** and the **hail**. I don't want to go outside until the weather clears up. I **wore** a hat and brought an umbrella today but it is still too stormy to walk to the **jail** and visit my friend Pete. You remember him, right? He went to school with us. He was arrested and has spent **more** than six months in prison. But in the jail he learned about Christ and he has changed his life. **Praise** the Lord!

A. Where is _____ on Map B?

	Coffee shop	The coffee shop is on Elm Street across from the airport.
	Bar	
	Parking lot	
	Home	
	Market	
	Gas station	

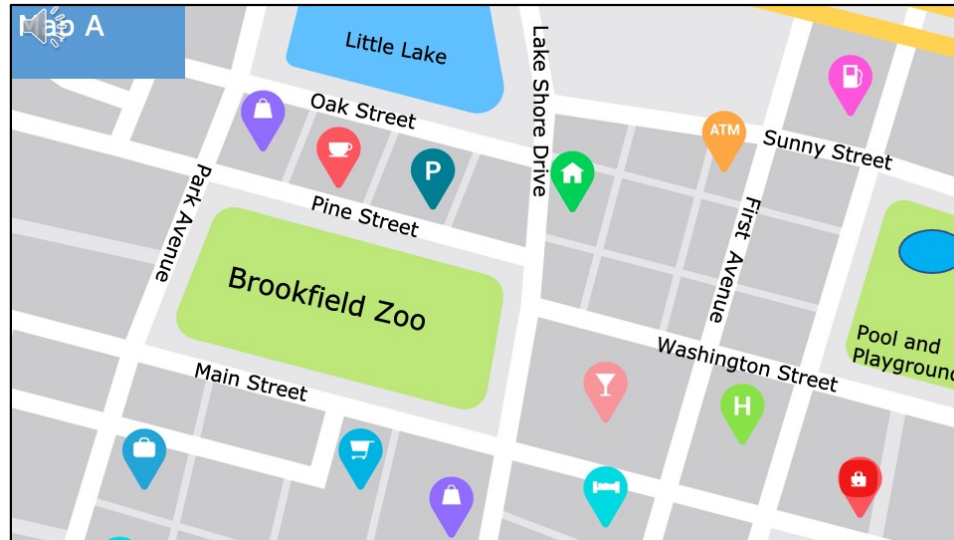
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6B. Activities – Pair work

Partner A looks at slides 25 and 26. Partner B looks at slides 27 and 28. Each map has different information and they may not look at each others' slides.

Partners must ask and answer questions to fill in the locations on their slides using prepositions.

Model by giving the coffee shop example. Answers will vary.










6B. Activities – Pair work

Partner A looks at slides 25 and 26. Partner B looks at slides 27 and 28. Each map has different information and they may not look at each others' slides.

Partners must ask and answer questions to fill in the locations on their slides using prepositions.

Model by giving the coffee shop example. Answers will vary.

 **B. Where is _____ on Map A?**

	Coffee shop	The coffee shop is between Oak Street and Pine Street next to the parking lot.
	Bar	
	Parking lot	
	Home	
	Market	
	Gas station	

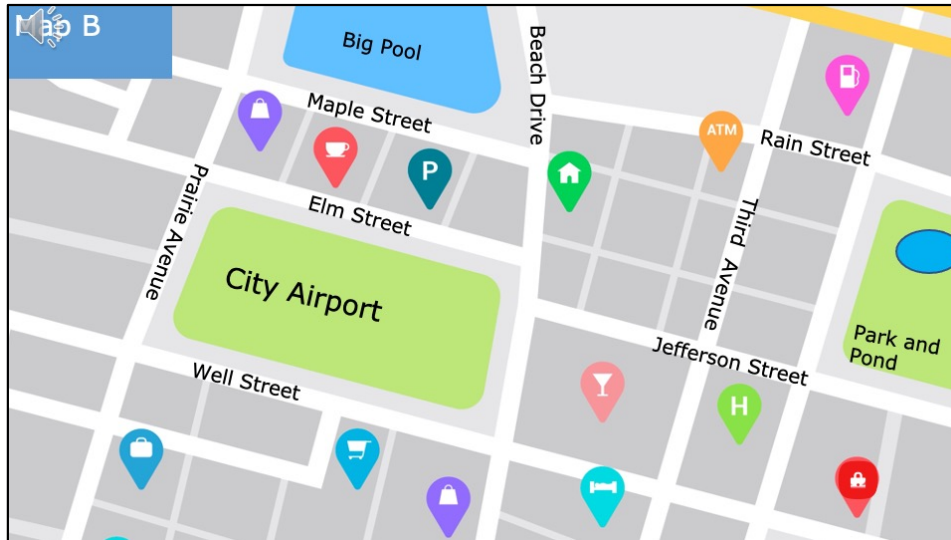
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6B. Activities – Pair work

Partner A looks at slides 25 and 26. Partner B looks at slides 27 and 28. Each map has different information and they may not look at each others' slides.

Partners must ask and answer questions to fill in the locations on their slides using prepositions.

Model by giving the coffee shop example. Answers will vary.

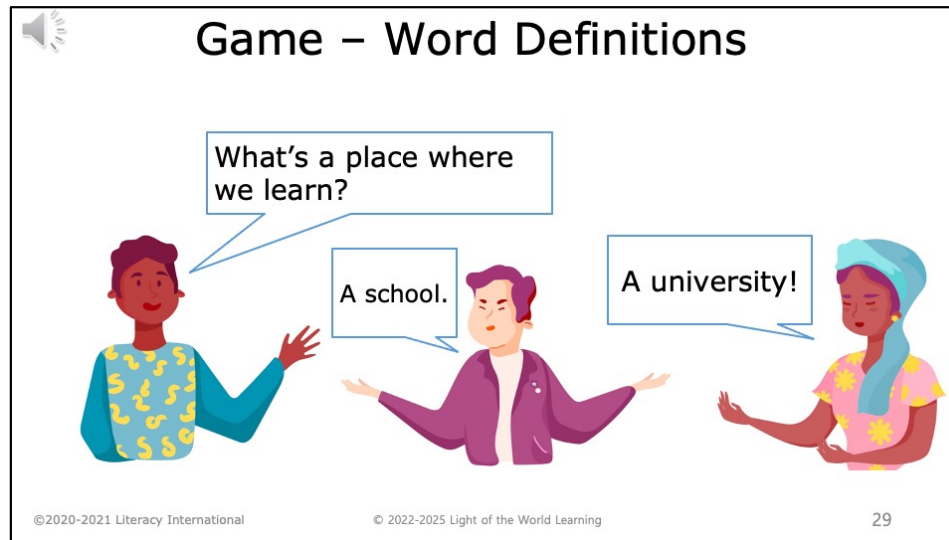


6B. Activities – Pair work

Partner A looks at slides 25 and 26. Partner B looks at slides 27 and 28. Each map has different information and they may not look at each others' slides.

Partners must ask and answer questions to fill in the locations on their slides using prepositions.

Model by giving the coffee shop examples. Answers will vary.



7A. Game – Guess the word from the definition.

Divide up the 12 clues equally among players (or teams). Each player will read a definition for their opponent. The opponent has 10 seconds to guess the correct word in parenthesis. If a player needs help, you can give them the first letter of the word as an extra clue. The person that guesses the most correct answers wins.

Clues and Answers:

1. An outdoor area where children can play with special equipment like swings and slides. (Playground).
2. A place where people go to watch movies and sometimes eat popcorn. (Cinema).
3. A place where you can buy gasoline for cars and trucks. (Gas Station)
4. A place with many kinds of animals for people to see. (Zoo)
5. A local government's main building. Where the mayor and public leaders work. (City Hall)
6. A place where alcoholic drinks like wine and beer are served. (Bar)
7. A large structure with a roof and walls that is used as a place for people to

live, work, or keep things. (Building)

8. A place where airplanes land and take off. (Airport)







9. A place where people are locked up when they are arrested for breaking a law. (Jail/prison)

10. A place where interesting and valuable things like paintings, scientific or historical objects are kept for people to see. (Museum)

11. A large structure filled with water for people to swim in. (Pool)

12. A place where law enforcement officers work. (Police Station).

1A. Homework – Write about the pictures.

<p>1</p> 	<p>The city hall is where government officers are working.</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. 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. city hall

2. pool
3. zoo
4. museum
5. airport
6. building

 **1B. 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. bar
- 8. playground
- 9. jail
- 10. cinema
- 11. police station
- 12. gas station

2. Fill in the blanks

at

between

next to

in

on

1. He's waiting ___ the city hall for his friend.
2. The cinema is ___ ___ the bar ___ Lake Shore Street.
3. The gas station is ___ the airport and the prison.
4. The police station is ___ the city on 42nd Street.
5. Many kids are playing ___ the playground.
6. Sam is ___ home, but his brother is ___ the zoo.
7. We watch movies ___ the cinema ___ Main Avenue.
8. How do you say "Hello" ___ your language?

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32

Homework 2. – Grammar and Vocabulary Review

Answers:

1. He's waiting **at** the city hall for his friend.
2. The cinema is **next to** the bar **on** Lake Shore Street.
3. The gas station is **between** the airport and the prison.
4. The police station is **in** the city **on** 42nd Street.
5. Many kids are playing **at** the playground.
6. Sam is **at** home, but his brother is **at** the zoo.
7. We watch movies **at** the cinema **on** Main Avenue.
8. How do you say "Hello" **in** your language?



3. Write questions and ask a partner.

Questions	Answers
1. Where are <u>you from</u> ?	
2. Where is _____	
3. Is there a _____ in the _____	
4. What's behind _____	
5. What's between _____	
6. How do you say _____ in _____	
7. What does _____ mean	

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33

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:

2. Where is the zoo?
3. Is there a pool in the playground?
4. What's behind the gas station?
5. What's between the cinema and the airport?
6. How do you say hello in French?
7. What does above mean?

4. Answer and say the sentences. Mark the /or/ and /A/ sounds.

A. What did you do before class?	I visited my friend in jail.
B. Do you visit the zoo or pool more?	
C. When did you wait at the airport?	
D. Do you travel by bus or train?	
E. Did you send an email yesterday?	
F. When do you praise God?	
G. What did you buy at the store?	

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34

Homework 4 – Practice writing, spelling and pronouncing the /or/ and /A/ sounds.

Answers will vary. Learners should mark the following sounds:

- B. Do you visit the zoo or pool **more**?
- C. When did you **wait** at the **airp**ort?
- D. Do you travel by bus or **trai**n?
- E. Did you send an **emai**l yesterday?
- F. When do you **prai**se God?
- G. What did you buy at the **store**?



Write the correct names from the Bible story.

Isaac

Jacob

Esau

Rebekah

1. Isaac loved his son _____ more than he loved _____.
2. Rebekah loved her son _____ more than she loved _____.
3. _____ liked to hunt and was very hairy.
4. _____ tricked his father, _____.
5. _____ planned to kill _____ because he took his blessing.
6. _____ had twelve sons and one daughter.
7. When _____ died, _____ and _____ buried him.
8. God's promises to Abraham passed on from _____ to_____.

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35

Homework 5. – Bible Reading Review

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

Answers:

1. Isaac loved his son Esau more than he loved Jacob
2. Rebekah loved her son Jacob more than she loved Esau.
3. Esau liked to hunt and was very hairy.
4. Jacob tricked his father, Isaac.
5. Esau planned to kill Jacob because he took his blessing.
6. Jacob had twelve sons and one daughter.
7. When Isaac died, Jacob and Esau buried him.
8. God's promises to Abraham passed on from Isaac to Jacob.

6A. Choose 1 Verse to memorize.

A

"Many people will come from the east and from the west. These people will sit and eat with Abraham, Isaac, and Jacob in God's kingdom."

[Matthew 8:11 ERV](#)

B

"When I was without clothes, you gave me something to wear. When I was sick, you cared for me. When I was in prison, you came to visit me." [Matthew 25:36 ERV](#)


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36

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 “May the nations serve you and many people bow down to you. You will rule over your brothers. Your mother’s sons will bow down to you and obey you. Whoever curses you will be cursed. Whoever blesses you will be blessed.”

[Genesis 27:29 ERV](#)

Read the next lesson’s Bible verses in your language:
[Genesis 37:13-28, 36](#); [Genesis 39:6-23](#); [Genesis 41:1-57](#);
[Genesis 42](#); [Genesis 45:1-28](#); [Genesis 46:1-6](#)

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.

My Town – Chicago

I live in Chicago, Illinois. It's a big city on Lake Michigan. It's the 3rd biggest city in the U.S.



by population, after New York and Los Angeles. Chicago has a nickname, it's called "The Windy City" because the wind blows very hard. It's also called "The Windy City" because the politicians in the city hall shout a lot!

Many tourists and business people visit here, so Chicago has two international airports. There is so much to see here including many art, history, and science museums. I love the Lincoln Park Zoo and the Shedd Aquarium, but Adler Planetarium is my favorite place to visit. It's a great place to learn about space, and the skyline of Chicago looks amazing from the Planetarium. When friends come to visit, I like to take them to visit the beautiful buildings and lake shore. It's a great city!

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38

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 are some parts of Chicago you would like to see?
- B. Why is Chicago called “the Windy City”?
- C. What is the writer’s favorite place to visit?
- D. Why does the writer love that place?
- E. What is your favorite place in your town?

Homework 7B. – Everyday Reading and Writing

The learners will read the story about Chicago and answer the questions.

Answers:

- A. Answers will vary
- B. Because the wind blows strongly every day. Because the politicians in the city hall shout a lot.
- C. Adler Planetarium.
- D. Because the skyline or city view looking from the Planetarium is amazing.
- E. Answers will vary.



8. Writing



Write a letter about 8 of your favorite places in your town to which you can take a visitor. Use the prepositions of place.

Example: Dear Isaac, When you come to visit, we will go and watch a movie at the cinema on State Street.

Homework 8. – Writing

Model. Using the prepositions of place, write about places you would like to take a visitor.

Answers will vary.



9. Now I Can...

- I can talk about the places in a town.
- I can understand, say, read, and write the 12 vocabulary words.
- I can talk about locations using prepositions.
- I can ask what words mean and how to say them in English.
- I can understand that God loves and blesses the people who believe in Him.


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41

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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Cindy Campbell	Patty Hickman	Gail MacMillan	Peter Talalight
Christian Cha	Debbie Johnson	Ivan Mader	Weston Talalight
Nancy Cobb	Carey Jo Johnston	Amy Martin	Rachel Tamang
Emily Cox	Nancy Kingdon	Diana Martz	Darrell Turner
Marilyn Dano	Dorothy Konadu	Christy McPherson	Graham Whitmore
Alyssa Dokolas	Martha Lane	Tracy Meddaugh	Cheri Wilke
EasyReadEnglish.com	Audrey Larsen	Barbara Newsome	Ted York
Don Edic	Tai Young Lee	Brenda Nielsen	Anita Zeifert
MaryBeth Gahan	Aden Lewis	Deborah O'Donnell	
Melina Gallo	Bruce Lewis	Georg Ort	
Alicia Gentile	Elena Lewis	Martha Ort	

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