

**Teacher's Notes:**

**Bible Reading:** Leaving Egypt – [Exodus 12:33-15:21](#)

**Theme:** Work

**Pronunciation:** /U/ and /uv/

**Grammar:** Present Simple Verbs

**Preparation:**

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring work gear such as tools, uniforms, job ads, applications, or pictures of different jobs. Show a video clip of a job interview.



## Pray, Review, and Preview

**Bible Reading:** Leaving Egypt - [Exodus 12:33-15:21](#)

**Theme:** Work

**Pronunciation:** /U/ spelled ew and /uv/ spelled ove

**Grammar:** Present Simple Verbs

### Pray

Pray for the class. You may want to thank the Lord for giving us freedom and the ability to work.

### 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 [Exodus 12:33-15:21](#) in their native languages in preparation for the lesson.

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



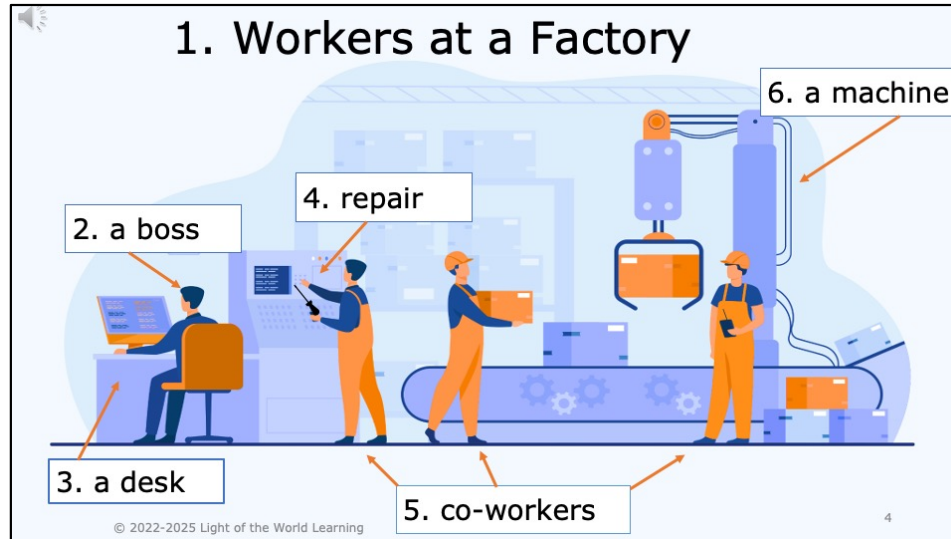
### 1A. Discuss Theme Picture

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: **factory, machine, desk, co-workers, boss, repair, work**, etc.

More advanced students can be encouraged to make complete sentences:

**They work in a factory. The man carries a box. The boss sits at a desk.**







## 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.**

|   |  |   |   |
|---|--|---|---|
| <b>1</b>  | <b>2</b>   | <b>3</b>  | <b>4</b>  |
|  |  |  |  |
| a factory   | a machine  | a desk  | a co-worker   |
| The factory is in two yellow buildings.   | This machine packs boxes.  | I work at my desk all day.  | I work well with my co-worker.  |

© 2022-2025 Light of the World Learning 5

## 2A. Vocabulary

**Note:** A co-worker is a person who works with you.

**1. Say the new words in a simple sentence:** "This is a factory." 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,** as you indicate the object. For example, say: *a factory, a factory, a factory.* 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, "The factory is in two yellow buildings."

**4. Check students' comprehension by asking direct questions.** For example, *Who is this? Where's the co-worker? Is this a desk?*



**Listen and repeat.**

|   |  |   |   |
|---|--|---|---|
| <b>5</b><br> | <b>6</b><br> | <b>7</b><br> | <b>8</b><br> |
| a boss  | a salesperson  | a chef  | an accountant   |
| Our boss tells us what to do.   | This salesperson sells cars.   | The chef cooks delicious food.  | An accountant checks our money.   |

© 2022-2025 Light of the World Learning 6

## 2B. Vocabulary

**Note:** A salesperson sells products for a business or company. Sometimes, they go to peoples' doors to sell things, or, they will call people to sell things.

**1. Say the new words in a simple sentence:** "This is a boss." 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.

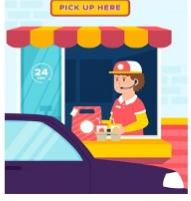

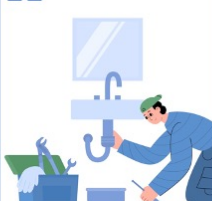

**2. Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *a boss, a boss, a boss*. Have your students then repeat the word after you several times.

**3. Say the word in the written sentence.** Have students repeat after you each time, "Our boss tells us what to do."

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

For example, *Who is your boss? Where's the salesperson? Is this an accountant?*

**Listen and repeat.**

|   |   |  |  |
|---|---|--|--|
| <b>9</b><br> | <b>10</b><br> | <b>11</b><br> | <b>12</b><br> |
| a customer service worker   | a slave   | to repair  | to interview   |
| I'm a customer service worker at a restaurant.  | The Israelites were slaves in Egypt.  | He repairs the sink.   | She interviews the man for a job.  |

© 2022-2025 Light of the World Learning 7

## 2C. Vocabulary

**Note: To repair** is another way to say **to fix**. When you go to get a job, you will have an interview with your employer. They want to make sure you are good for the job.

**1. Say the new words in a simple sentence:** "This is a customer service worker." 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 customer service worker, a customer service worker*. 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'm a customer service worker at a restaurant."

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

For example, *Who is this? Where is the interview? What does he repair?*

Present simple verbs are used for routines and habits.



| Do/<br>Does | Subject                | Verb         | + Short Answer   | - Short Answer   |
|-------------|------------------------|--------------|--|--|
| Do          | I<br>you<br>we<br>they | repair cars? | Yes, I do.<br>Yes, you do.<br>Yes, we do.<br>Yes, they do.               | No, I don't.<br>No, you don't.<br>No, we don't.<br>No, they don't.             |
| Does        | he<br>she<br>it        | work nights? | Yes, he <b>does</b> .<br>Yes, she <b>does</b> .<br>Yes, it <b>does</b> . | No, he <b>doesn't</b> .<br>No, she <b>doesn't</b> .<br>No, it <b>doesn't</b> . |

© 2022-2025 Light of the World Learning

8

## 2D. Grammar – Present Simple Verbs

The present simple verb tense is often used for habits, routines and set plans in the near future. If the subject is 3<sup>rd</sup> person (**he, she, it** or the word for one person or one thing) the verb needs an S on the end. Negatives and questions use do/does.

See our video for more tips on teaching present simple verbs:  
<https://youtu.be/UUHDecQWc6Y>

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

| Present Simple Verbs                  |                                |                                       |
|---------------------------------------|--------------------------------|---------------------------------------|
| Question ?                            | Positive +                     | Negative -                            |
| 1 Does she work in the factory?       | Yes, she works in the factory. | No, she doesn't work in the factory.  |
| 2 Do we repair machines?              | Yes, we _____ machines.        | No, we _____ repair machines.         |
| 3 _____ he interview the accountants? | Yes, he _____ the accountants. | No, he doesn't _____ the accountants. |

© 2022-2025 Light of the World Learning 9

## 2E. Grammar – Present Simple Verbs


The present simple verb tense is often used for habits, routines and set plans in the near future. If the subject is 3<sup>rd</sup> person (he, she, it) the verb needs an S on the end. Negatives and questions use do/does.

See our video for more tips on teaching present simple verbs:  
<https://youtu.be/UUHDecQWc6Y>

Model, Repeat, and Solo number one. Ask students to complete the sentences for numbers 2 and 3.

Answers:

2. Yes, we **repair** machines. No, we **don't/do not** repair machines.
3. **Does** he interview the accountants? Yes, he **interviews** the accountants. No, he doesn't **interview** the accountants.

| Present Simple Verbs |                                       |  |
|----------------------|---------------------------------------|--|
| Question ?           |                                       | Answer   |
| 4                    | How do I repair the machine?          | You repair it with a wrench.  |
| 5                    | Where _____ she interview people?     | She usually _____ people in her office.  |
| 6                    | Why _____ you work at this factory?   | I _____ at this factory because I need money.  |
| 7                    | What _____ the chef cook on Tuesdays? | The chef always _____ chicken on Tuesdays.   |

© 2022-2025 Light of the World Learning 10

## 2F. Grammar – Present Simple Verbs

The present simple verb tense is often used for habits, routines and set plans in the near future. If the subject is 3<sup>rd</sup> person (he, she, it) the verb needs an S on the end. Negatives and questions use do/does.

See our video for more tips on teaching present simple verbs:  
<https://youtu.be/UUHDecQWc6Y>

Model, Repeat, and Solo number 4. Ask students to complete the sentences for numbers 5-7.

Answers:

5. Where **does** she interview people? She usually **interviews** people in her office.
6. Why **do** you work at this factory? I **work** at this factory because I need money.
7. What **does** the chef cook on Tuesdays? The chef always **cooks**

chicken on Tuesdays.

## Listen and repeat.



A: So, **Mark**. What do you do?

B: I am an **accountant** at the **cookie factory**.

A: My friend **Michelle** works at that **factory**, too! She's a **salesperson** there. She says her co-workers are great.

B: It's a big place, so I don't know everyone yet. I **sit at my desk** all day. Do you work outside your home?

A: Yes, I'm a **chef** at the **new Thai restaurant**.

B: I love that place, they have **delicious food**! And the customer service is great.

A: I'm glad you like it, we have a really good **boss**, too.

© 2022-2025 Light of the World Learning

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 their own words for the blue words).

**Listen and repeat.**

| 1. /U/ spelled ew | 2. /uv/ spelled ove | 3. Challenge |
|-------------------|---------------------|--------------|
| interview         | love                |              |
| Jewish            | above               |              |
| new               | glove               |              |
| flew              | oven                |              |
| grew              | dove                |              |



A. I have a new pair of oven gloves.  
B. The dove grew up and flew away.



© 2022-2025 Light of the World Learning 12

#### 4A. Pronunciation - Sound and Spelling

**1. Model: Say the sound several times while pointing to it.** (For example, point to the **U** and say /U/ /U/ /U/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/U/ *interview, Jewish, new, flew, grew*). 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. — -  |
|----------|-----------|---------|
| repairs  | factory   | bosses  |
| machines | co-worker | service |
| a chef   | customers | workers |
| a boss   | interview | office  |
| a slave  | Exodus    | doesn't |

© 2022-2025 Light of the World Learning

13

### 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.

## Leaving Egypt

[Exodus 12:33-15:21](#)

The Israelites left Egypt. They were happy to leave because they were no longer slaves. God made a tall cloud that guided them during the day, and a column of fire that guided them at night so that they knew where to go.

© 2022-2025 Light of the World Learning



### 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.



After the Israelites left, Pharaoh and his people changed their minds and wanted the Israelites as their slaves again. God



changed their minds so He could show how powerful He was against the Egyptians.

The Egyptians chased after the Israelites and the Israelites saw the Egyptians coming to get them. They were afraid because they were stuck between the Red Sea and the Egyptian army.

© 2022-2025 Light of the World Learning

15

### 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.

Moses told the Israelites to stop being afraid. God would protect them. God told Moses to tell the Israelites to move closer to the Red Sea.



The tall cloud moved from in front of the people and went to the back of the people. In this way the cloud stood between the Egyptians and the Israelites. There was light for the Israelites but there was darkness for the Egyptians.

© 2022-2025 Light of the World Learning

16

### 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.



God told Moses to point his hand towards the water. Then God made the wind split the sea in two.

The Israelites walked through the sea on dry ground. The water was like a wall on their right and on their left. The Egyptians tried to follow, but the Israelites had already crossed to the other side.

© 2022-2025 Light of the World Learning




17

### 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 God told Moses to point his hand towards the water again. The Lord brought the water of the sea down on top of the Egyptians and they all drowned. But the Israelites had walked through that sea on dry land. So the Israelites began to trust the Lord and His servant Moses.



© 2022-2025 Light of the World Learning 18

### 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.



The Israelites were happy because God saved them. Now they were free and able to worship God and obey God. They were happy and sang songs to celebrate.



God told the Israelites to celebrate a festival every year called "Passover" to remember what God had done for them.

© 2022-2025 Light of the World Learning

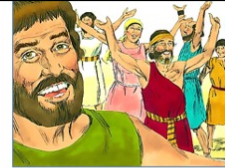
19

### 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 guide the Israelites by day and by night?
2. Who changed the Egyptians' minds?
3. What happened to the Red Sea?
4. Why did the Israelites celebrate in the end?
5. What do you celebrate?
6. Has God helped you get free from something? What?

© 2022-2025 Light of the World Learning

20

### 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. With a cloud and with fire.
2. God.
3. It split in two.
4. Because God saved them and they were free.
5. and 6. Answers will vary.



## Listen and answer the questions.



1. What did Mary do yesterday?
2. What did she see in the tree?
3. What is the new job?
4. Who will she teach?
5. What sign did Mary believe was from God?
6. When will the new job begin?

© 2022-2025 Light of the World Learning

21

### 6A. Activities – Listening with sound/spelling words /U/ and /uv/

Read the following script at least twice as students listen and write their answers to the questions. Students may NOT look at the script.

**A:** What did you do yesterday, Mary?

**B:** I went on an interview for a new job and I got it! I think I'm going to love my new job!

**A:** Why do you say that?

**B:** Well, for one thing, I believe that God wants me to do it!

**A:** Of course that's wonderful if so! How can you tell?

**B:** When I went for the interview, there was a beautiful tree that grew outside the building where I am to work. Just before I went inside, I saw a dove that flew above me land on the tree. It started to sing. That sent a thrill through me!

**A:** I'll bet it did! What will you be doing there?

**B:** I will teach English as a second language to Jewish children. Their parents work at the Israeli consulate here. They don't want their children to fall behind in English. You see, English is taught in Israel from the First Grade on.

**A:** How exciting! When will you start?

**B:** Just after the Jewish holiday of Passover ends.

**A:** I pray God will bless your time with your new students!

**Answers:**

1. She went on an interview for a new job. 2. A dove. 3. Teaching English as a second language. 4. Jewish children 5. A dove flew above Mary, landed on a tree, and began to sing. 6. After the Jewish Passover holiday ends.



## Role Play – Job Interview - Boss


| Questions                          | Answers |
|------------------------------------|---------|
| 1. Which job are you applying for? |         |
| 2. Why do you want to work here?   |         |
| 3. What experience do you have?    |         |
| 4. What is your education level?   |         |
| 5. How well do you speak English?  |         |
| 6. Do you speak other languages?   |         |
| 7. When can you start?             |         |

© 2022-2025 Light of the World Learning

22

### 6B. Activities – Pair work

Partner A will ask questions and write Partner B's answers.  
Check answers for correct grammar and punctuation.

 **Role Play – Job Interview - Applicant**

| Questions                           | Answers |
|-------------------------------------|---------|
| 1. What are the job duties?         |         |
| 2. What are the days and hours?     |         |
| 3. How many workers work here?      |         |
| 4. What machines do I need to use?  |         |
| 5. How old is this company?         |         |
| 6. Who is the boss of this company? |         |
| 7. How much is the pay?             |         |

© 2022-2025 Light of the World Learning 23

**6C. Activities – Pair work**

Partner B will ask questions and write Partner A’s answers.  
Check answers for correct grammar and punctuation.

## Song: Go Down Moses (Let my people go)

When Israel was in Egypt's land,  
Oppressed so hard they could not stand.

The Lord told Moses what to do,  
To lead the Hebrew children through.

As Israel stood by the waterside,  
At God's command it did divide.

When they had reached the other shore,  
They let the song of triumph soar!

Lord help us all from bondage flee,  
And let us all in Christ be free!

Go down Moses,  
way down in Egypt's land.  
Tell old Pharaoh, "Let my  
people go."



2022-2025 Light of the World Learning

24

### 7. Song

**Note:** This song repeats the phrase "Let my people go" after each line. You can divide the class into two groups and have the beginner level students sing this phrase and the chorus as you or the higher level students sing the other lines.



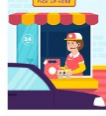



Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits.

**1. Model:** Read the song lyrics out loud to the class. Ask if there are any questions. Highlight words that students ask about and give simple definitions. Then sing the song 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 using the present tense with questions **?** positives **+** or negatives **-**.

|  |  |   |  |
|--|--|---|--|
| <p>1 ?</p>  | <p>Does she get along with her co-workers?</p> | <p>4?</p>  |  |
| <p>2-</p>   |  | <p>5+</p>  |  |
| <p>3-</p>   |  | <p>6?</p>  |  |

© 2022-2025 Light of the World Learning 25

**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 the correct verb form and punctuation mark, and use the following words:

2. customer service worker (do not/ does not)
3. salesperson (do not/ does not)
4. repair (does/do)
5. boss
6. chef (does/do)

**1B.** Write about the pictures using the present tense with questions ? positives + or negatives -.

|   |  |  |  |
|---|--|--|--|
| 7-<br> |  | 10-<br> |  |
| 8+<br> |  | 11-<br> |  |
| 9+<br> |  | 12?<br> |  |

© 2022-2025 Light of the World Learning

**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. factory (does not/do not)
- 8. interview
- 9. accountant
- 10. desk (does not/do not)
- 11. slave (does not/do not)
- 12. machine (does/do)

2. Fill in the blanks with the correct verb forms.

interview

repair

work

do

grow

cook

sell

like

sit

fight

- A. **Does** the salesperson \_\_\_\_\_ three cars a day?
- B. My boss \_\_\_\_\_ many people before hiring a person.
- C. My co-worker \_\_\_\_\_ broken machines in the factory.
- D. How \_\_\_\_\_ the chef \_\_\_\_\_ pasta?
- E. The accountant \_\_\_\_\_ extra hours during tax season.
- F. \_\_\_\_\_ you \_\_\_\_\_ to eat at the Jewish restaurant?
- G. He \_\_\_\_\_ not like to \_\_\_\_\_ at a desk all day.

© 2022-2025 Light of the World Learning

27

## Homework 2. – Grammar and Vocabulary Review

Learners must use the correct simple present form of the verbs with or without S endings to complete the sentences.

Answers

- A. **Does** the salesperson **sell** three cars a day?
- B. My boss **interviews** many people before hiring a person.
- C. My co-worker **repairs** broken machines in the factory.
- D. How **does** the chef **cook** pasta?
- E. The accountant **works** extra hours during tax season.
- F. **Do** you **like** to eat at the Jewish restaurant?
- G. He **does** not like to **sit/work** at a desk all day.

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

| Questions                           | Answers  |
|-------------------------------------|--|
| 1. At which restaurant do you cook? | I cook at the best Mexican restaurant in our city. |
| 2. _____ repair _____               |  |
| 3. _____ interview _____            |  |
| 4. _____ boss _____                 |  |
| 5. _____ co-workers _____           |  |
| 6. _____ desk or _____              |  |
| 7. _____ factory _____              |  |

2022-2025 Light of the World Learning

28

#### 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. Do you like to repair chairs?
3. When did you interview someone?
4. Does your boss work as hard as you do?
5. Are your co-worker friendly?
6. Do you work at a desk or while standing?
7. Is the factory hiring new people?

4. Answer and say the sentences. Mark the /U/ spelled **ew** and /uv/ spelled **ove** sounds.

|                                       |                  |
|---------------------------------------|------------------|
| A. Are you a Jew?                     | Yes, I am a Jew. |
| B. Who do you love?                   |                  |
| C. Does someone live above you?       |                  |
| D. Do you have a few dollars on you?  |                  |
| E. When do you cook with an oven?     |                  |
| F. How do you feel at job interviews? |                  |
| G. How often do you wear gloves?      |                  |

© 2022-2025 Light of the World Learning

29

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

This homework practices writing, spelling, and pronouncing the /U/ and /uv/ sounds.

**Answers will vary. Learners should mark the following sounds:**

- A. Are you a **Jew**?
- B. Who do you **love**?
- C. Does someone live **above** you?
- D. Do you have a **few** dollars on you?
- E. When do you cook with an **oven**?
- F. How do you feel at job **interviews**?
- G. How often do you wear **gloves**?



## 5. Homework

Number the sentences in order from 1-8 from the Bible story.

- \_ The Red Sea drowned the Egyptians.
- \_ God guided the Israelites with a cloud and fire.
- 1 Moses led the Israelites out of Egypt.
- \_ Moses pointed his hand towards the sea.
- \_ Pharaoh changed his mind.
- \_ The Israelites were free and celebrated.
- \_ The sea split in two.
- \_ The Israelites crossed the sea.

© 2022-2025 Light of the World Learning

30

### Homework 5. – Bible Reading Review

Students may look back at the story to number the sentences from 1 to 8. Number 1 is the example.

#### Answers:

- 7 The Red Sea drowned the Egyptians.
- 2 God guided the Israelites with a cloud and fire.
- 1 Moses led the Israelites out of Egypt.
- 4 Moses pointed his hand towards the sea.
- 3 Pharaoh changed his mind.
- 8 The Israelites were free and celebrated
- 5 The sea split in two.
- 6 The Israelites crossed the sea.

## 6A. Homework – Choose 1 Verse to Memorize.

**A** The Israelites saw the great power of the Lord when he defeated the Egyptians. So the people feared and respected the Lord, and they began to trust the Lord and his servant Moses. [Exodus 14:31](#) ERV

**B** The Lord is the Spirit, and where the Spirit of the Lord is, there is freedom. [2 Corinthians 3:17](#) ERV

© 2022-2025 Light of the World Learning

31

### 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. Homework – Choose 1 verse to memorize and read the next verses.

C

Live like free people, but don't use your freedom as an excuse to do evil. Live as those who are serving God.

[1 Peter 2:16](#) ERV

Read the next lesson's Bible verses: [Exodus 19-34](#)

**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

### **Now Hiring! Machine Operator Workers needed!**

The Blue Plastic factory on 8th street in Loveton is looking for capable machine operators. Be part of a hardworking team with great co-workers and opportunity for promotions. The pay is \$20 per hour. Great benefits include free uniforms, health and dental insurance, and paid vacations.

Machine operators need to know how to work safely, follow instructions and repair small parts. We will interview a group of applicants on December 3. If you seem like a good fit, you will have a second interview with the boss of the machine department. This is not a desk job, it requires a lot of hard physical work. We require that you have a few years of factory work experience. Apply online for the group interview at [BluePlastic.com](http://BluePlastic.com)

© 2022-2025 Light of the World Learning

33

### **Homework 7A. – Everyday Reading and Writing**

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

## 7B. Homework – Answer the questions

- A. When is the job interview taking place?
- B. Is the first interview a group or individual interview?
- C. What is the job for?
- D. How many years experience do you need to have?
- E. What are the benefits?
- F. Would you like this job? Why or why not?

© 2022-2025 Light of the World Learning

34

### Homework 7B. – Everyday Reading and Writing

The learners will read the job advertisement and answer the questions.

#### **Answers:**

- A. On December 3.
- B. Group
- C. Machine operator
- D. A few
- E. Free uniforms, health and dental insurance, and paid vacations
- F. Answers will vary.

## 8. Writing

Write a paragraph about your job or a job you would like.

---

---

---

---

---

---

---

---

---

---

© 2022-2025 Light of the World Learning

35

### Homework 8. – Writing

**Model.** Write something about your own job. For example: I'm an English teacher. I really enjoy my work and I like my students and co-workers.

Answers will vary.




## 9. Homework – Now I Can....

- I can talk about work.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use the present simple tense.
- I can understand that God gives us freedom.

### 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

© 2022-2025 Light of the World Learning 37

## 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)

# Acknowledgements

We would like to thank the entire Light of the World volunteer team for their hard work and creativity in making this project possible. For all those around the world who prayed, wrote, edited, narrated, illustrated, sang, tested, and gave generously for this curriculum, we appreciate you sharing the love of Jesus through the gift of English. Our team members include:

|                     |                      |                    |                   |                    |
|---------------------|----------------------|--------------------|-------------------|--------------------|
| Anonymous           | Don Edic             | Macy Lake          | Diana Martz       | Leah Sprague       |
| Jean Ato            | MaryBeth Gahan       | Martha Lane        | Christy McPherson | Ellie Talalight    |
| Bradley Baurain     | Melina Gallo         | Audrey Larsen      | Tracy Meddaugh    | Peter Talalight    |
| Joshua Blake        | Alicia Gentile       | Tai Young Lee      | Barbara Newsome   | Weston Talalight   |
| Rachael Braggs      | Prakash Chandra Giri | Aden Lewis         | Brenda Nielsen    | Rachel Tamang      |
| Larry Buell         | Ellenor Gopal        | Bruce Lewis        | Danielle Nowe     | Darrell Turner     |
| Cindy Campbell      | Rachel Grijincu      | Elena Lewis        | Deborah O'Donnell | Graham Whitmore    |
| Christian Cha       | Peggy Fergus         | James Lewis        | Georg Ort         | Cheri Wilke        |
| Olivia Cheney       | Carol Hale           | Micah Beth Lewis   | Martha Ort        | Mackenzie Williams |
| Hannah Clark        | Emily Hamilton       | Tim Lewis          | Linda Petrie      | Muchun Yin         |
| Nancy Cobb          | Patty Hickman        | Ward Lewis         | Joan Phelps       | Ted York           |
| Emily Cox           | Debbie Johnson       | Johnny Lukashevich | Sara Scazzero     | Anita Zeifert      |
| Marilyn Dano        | Carey Jo Johnston    | Gail MacMillan     | Hannah Schmokel   |                    |
| Alyssa Dokolas      | Nancy Kingdon        | Ivan Mader         | Ashlyn Shrimplin  |                    |
| EasyReadEnglish.com | Dorothy Konadu       | Amy Martin         | Macie Stuckman    |                    |

Bible story and pictures on slides 14-20 and 24 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>