

Teacher's Notes: Review of A2 Lessons 8-13

Bible Readings: God Blesses Jacob, God Saves Joseph and His Family, God Calls Moses, The Ten Plagues, The Passover, Leaving Egypt

Themes: Places in a town, Family, Feelings, Measurements, In the Country, Work

Pronunciation:

/or/ spelled ore, and /A/ spelled ai

/E/spelled ee and /I/ spelled y

/E/ spelled ea, and /ul/ spelled -le

/I/ spelled igh, /O/ spelled oa

/ow/ spelled ow and /U/ spelled oo

/U/ spelled ew and /uv/ spelled ove

Grammar:

Prepositions of place, Object Pronouns, Possessives with apostrophe S, To be and to feel with questions, Non-Count Quantifiers, Numbers 61-9,000, Parts of Speech, Present Simple Verbs

Preparation:

Pray.

Preview slides and game.

Optional: Bring objects and pictures related to the lessons.



Pray, Review, and Preview

Bible Readings:

- God Blesses Jacob
- God Saves Joseph and His Family
- God Calls Moses
- The Ten Plagues
- The Passover
- Leaving Egypt

Themes:

- Places in a Town
- Family
- Feelings
- Measurements
- In the Country
- Work

Pray

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

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work.

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



Preview

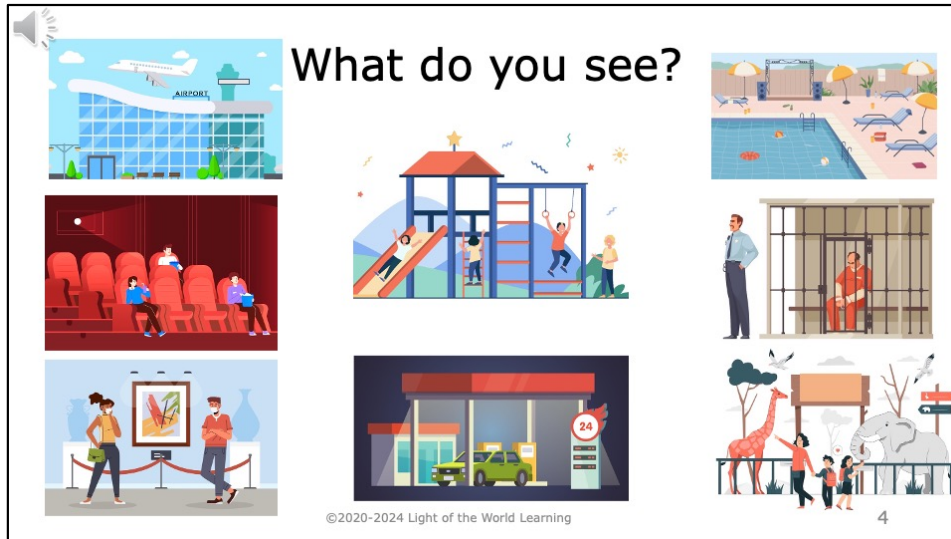
Pronunciation:

- /or/ ore and /A/ ai
- /E/ ee and /I/ y
- /E/ ea and /ul/ -le
- /I/ igh and /O/ oa
- /ow/ ow and /U/ oo
- /U/ ew and /uv/ ove

Grammar:

- Prepositions of place
- Object Pronouns
- Possessives with apostrophe S
- To be and to feel with questions
- Numbers 61-9,000
- Noncount Quantifiers
- Parts of Speech
- Present Simple Verbs

These are the sounds, spellings and grammar points that will be reviewed in this lesson.



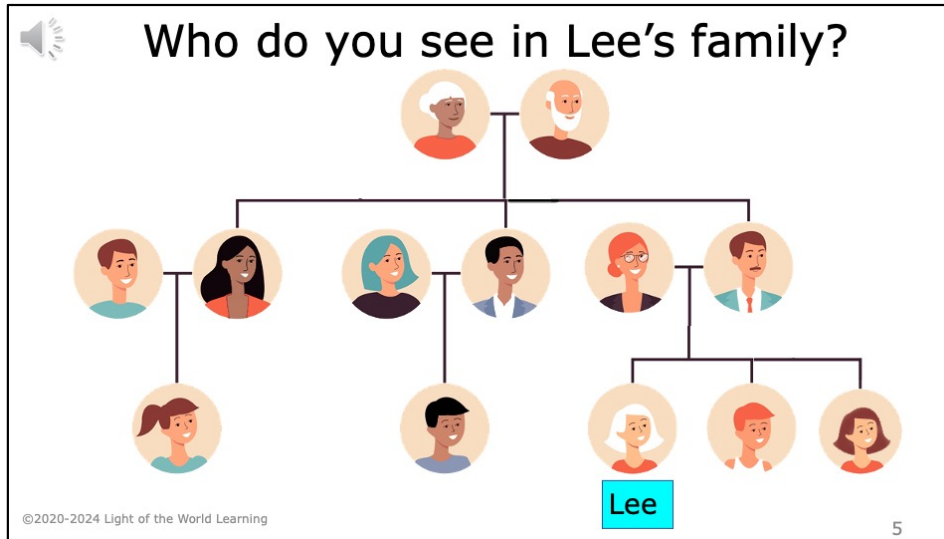
1A. Discuss Theme Picture

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

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.



1B. Discuss Theme Picture

Ask "Who do you see in Lee's family?" and "Who else?" to elicit vocabulary they already know.

Answers may include: **grandfather, grandmother, grandparents, father, mother, parents, siblings, cousins, aunts, uncles, brother, sister, family**, etc.

More advanced students can be encouraged to make complete sentences:

I see Lee's grandparents, her parents, and her cousins. Lee has two aunts, two uncles and two siblings. This is the family tree of Lee.



1C. Discuss Theme Picture

Ask "How does she feel?" and "What do you see in this picture?" to elicit vocabulary they already know.

Answers may include: **homesick, upset, confused, lonely, comfortable, thirsty, angry, sad.**

More advanced students can be encouraged to make complete sentences:

She feels homesick. She is confused. She is upset. She is lonely. She is happy and comfortable.



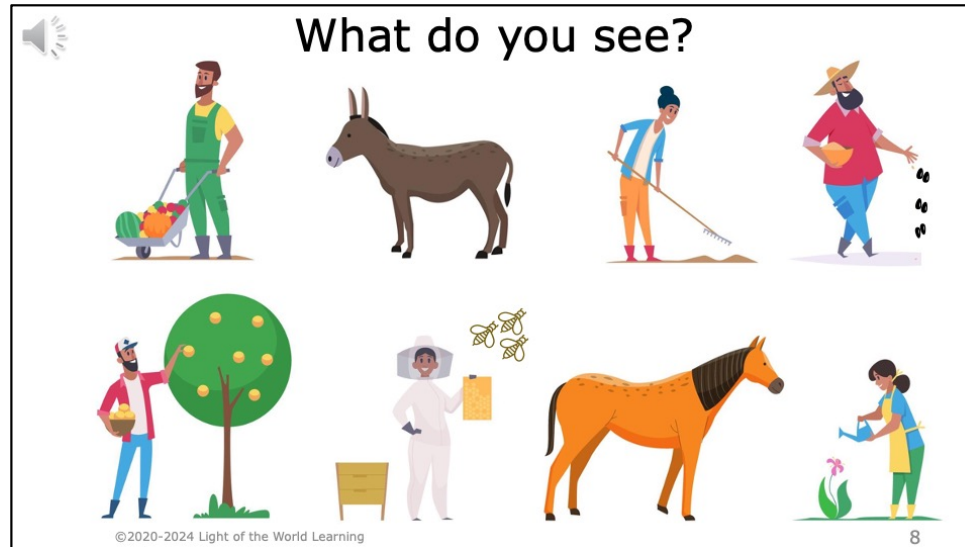
1D. Discuss Theme Picture

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

Answers may include: **Measure, volume, length, height, ruler, scale, whole, half, quarter**, etc.

More advanced students can be encouraged to make complete sentences:

The man is measuring the volume of fruit. The tailor measures the length of the pants. The mother measures the height of her daughter.



1E. Discuss Theme Picture

Ask, "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.

Answers may include: **farmer, donkey, oranges, horse, grow, honey, bee, pick, seed**, etc.

More advanced students can be encouraged to make complete sentences:

The flower grows from a seed. The bee carries the honey. I want to pick the flower.



1F. Discuss Theme Picture

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

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.



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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2A. 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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2B. 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.



We can use 'S to show possession.

	"Of" Phrase	Apostrophe S
1	The siblings of Joseph	Joseph's siblings
2	The uncle of Mary	Mary's uncle
3	The followers of Jesus	Jesus' followers
4	The parents of my parents	My parents' parents
5	The guest of my grandparents	
6	The home of our aunt	
7	The mirror of Dan	

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2C. Grammar – Apostrophe S to show belonging and possession.

If a noun already ends with the letter S (Jesus, parents) just add an apostrophe at the end of the word to make it possessive. You do not need to add another S at the end.

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

You may also use the family tree from the Theme Picture on slide 3 to demonstrate. *Whose brother is this? It's Lee's brother. Whose wife is this? It's Lee's uncle's wife.*

Note apostrophe S can also be used as a contraction for is or has: *He's late. She's seen the movie.*

Model, Repeat, and Solo sentences 1-4. Ask students to complete 5-7.

Answers

5. My grandparents' guest

6. Our aunt's home
7 Dan's mirror

	Subject Pronoun	Object Pronoun	Sentence
1	I	me	I am a teacher and God loves me .
2	you	you	You are a student and God loves you .
3	he	him	He is my uncle and God loves ____.
4	she	her	____ is my aunt and God loves ____.
5	it	it	____ is the world and God loves ____.
6	we	us	____ are siblings and God loves ____.
7	they	them	____ are parents and God loves ____.

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2D. Grammar – Object Pronouns

Model, repeat and solo, the subject and object pronouns we have learned in previous lessons. Read sentences 1 and 2 as examples. Then ask students to complete sentences 3-7 as practice.

Note: Subject pronouns often start sentences, **before** the verb. Object pronouns are often at the end or middle of sentences **after** the verb or the preposition. Object pronouns are used in place of the person or thing that is receiving the action in a sentence.

Answers

3. He is my uncle and God loves him.
4. She is my aunt and God loves her.
5. It is the world and God loves it.
6. We are siblings and God loves us.
7. They are parents and God loves them.

Talk about feelings.

	Question ?	Positive +	Negative -
1	Is she upset?	Yes, she is.	No, she isn't.
2	Am I confused?	Yes, you _____.	No, you aren't.
3	Are they worried?	Yes, _____.	No, _____.
4	Do you feel surprised?	Yes, I _____.	No, _____.
5	Does he feel brave?	Yes, he _____.	No, he doesn't.
6	_____she_____thirsty?	_____.	_____.


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2E. Grammar – Questions and short answers with **to be** and **to feel**.

Note: We put the **to be** verb (am, is, are) BEFORE the subject when asking a question and AFTER the subject when making a statement. For regular verbs such as **feel**, we put **do** or **does** before the subject to ask a question, and after the subject to make a statement.

Model, Repeat, and Solo number one. Then ask students to say the rest of the questions and answers, inserting the correct words in the blanks.

- 2. Am I confused? Yes, you **are**. No, you aren't.
- 3. Are they worried? Yes, **they are**. No, **they are not/they aren't/they're not**.
- 4. Do you feel surprised? Yes, I **do**. No, **I don't**.
- 5. Does he feel brave? Yes, he **does**. No, he doesn't.
- 6. **Does** she **feel** thirsty? **Yes, she does. No, she does not/doesn't**.



Talk about your feelings.

Questions ?		Answers
1 Why	am I so thirsty?	You're thirsty because you ate all the chips!
2 When	are you excited?	
3 Where	do you feel comfortable?	
4 What	makes you feel confused?	
5 How	do you feel now?	
6 Who	do you think is brave?	
7 When	are you worried?	

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2F. Grammar – Question words with **to be** and **to feel**.

Note: We put the **to be** verb (am, is, are) BEFORE the subject when asking a question and AFTER the subject when making a statement. For regular verbs such as **feel**, we put **do** or **does** before the subject to ask a question, and after the subject to make a statement.

Read number 1 as an example. Then ask students to answer questions 2-7 about themselves in pairs.

Answers will vary but must use the correct forms of **to be** and **to feel**.

2. I'm excited when ...
3. I feel comfortable ...
4. I feel confused ... OR _____ makes me feel confused.
5. I feel ...
6. I think _____ is brave.
7. I'm worried

How much?

A. How much milk do you want?
B. Just **a little** milk, that's **enough**.

A. How much sugar does she like?
B. She likes **a lot of** sugar, but that's **too much!**

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2G. Grammar – Adjectives describing non-count nouns

A little, enough, a lot, and **too much** can be used to describe non-count nouns. **A little** is a small amount, **enough** is a sufficient amount, **a lot** is a large amount and **too much** is an excessive amount. Note that **too** is negative: "It's too hot." It describes more than is wanted.

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



Listen to the numbers, then fill in the missing words and say them all.

60	Sixty	70	Seventy	80	Eighty
61	Sixty-one	71		81	
62	Sixty-two	72		82	
63	Sixty-three	73		83	
64		74	Seventy-four	84	
65		75	Seventy-five	85	
66		76		86	Eighty-six
67		77		87	Eighty-seven
68		78		88	
69		79		89	

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2H. Grammar and Vocabulary – Numbers 60-89

Ask students to predict the missing words on the chart based on the numbers they have already learned.

Model - by saying all the numbers by columns

Repeat – Ask students to repeat the numbers

Solo – Ask for volunteers to read a column of numbers solo.



Listen to the numbers, then fill in the missing words and say them all.

90	Ninety	100	One hundred	1,000	One thousand
91		200	Two hundred	2,000	
92		300	Three hundred	3,000	
93		400		4,000	Four thousand
94		500		5,000	
95		600		6,000	
96		700		7,000	
97		800		8,000	
98	Ninety-eight	900		9,000	Nine thousand
99	Ninety-nine				

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2I. Grammar and Vocabulary – Numbers 90-9,000

Ask students to predict the missing words on the chart based on the numbers they have already learned.

Model - by saying all the numbers by columns

Repeat – Ask students to repeat the numbers

Solo – Ask for volunteers to read a column of numbers solo.



8 Parts of Speech

1. Noun The name of a person, place or thing. E.g. Joseph, home, sibling, mirror	2. Pronoun Replaces the noun in a sentence. E.g. he, she, it, we, you, they, I	3. Verb Expresses action or existence. E.g. fight, get along, am, is, are, go, did, speaking	4. Adjective Describes a noun or pronoun. E.g. big, young, old, favorite, red, new, hot, yellow
5. Preposition Shows relationships between nouns. E.g. in, on, to, at, under, from, up	6. Conjunction Connects two or more words. E.g. for, and, nor, but, or, yet, so	7. Adverb Describes a verb or adjective. E.g. always, never, slowly, quickly, sincerely. Often ends in LY .	8. Interjection A word that expresses a strong feeling. E.g. Hurray! Ow! Amen! Oh! Wow! Yay! Hallelujah!

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2J. Grammar – 8 Parts of Speech

Note: Students should be most familiar with nouns, pronouns, verbs and prepositions because we have used them a lot in earlier lessons. They may need more practice with adjectives, conjunctions, adverbs and interjections.

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

These parts of speech are the names for different categories of words. For more information and practice see our Parts of Speech webinar: <https://youtu.be/xLZbz1zrEaQ>

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.

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2K. 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 3rd 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.



Conversation Questions A



1. What does "jail" mean? How do you say "pool" in your language?
2. Where were you yesterday? Where is the nearest airport?
3. Who do you get along well with? Why?
4. Tell me about your family. What are their names?
5. When do you feel confused?
6. What makes you feel comfortable?

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3A. Conversation Practice – Pair work

With a partner, students will practice asking and answering the questions. Student A will ask the questions on this slide, student B will ask the questions on the following slide.

Answers will vary but may include:

1. A jail is a place where people who break the law live. In my language we say "piscina".
2. Yesterday I was at work on Washington Street. There is an airport 10 miles east of my home. It is in Chicago.
3. I get along well with my friends and my sister. We like to spend time together and they are fun to be with.
4. My family is small. I have two brothers. Their names are James and Matt.
5. I feel confused when people speak quickly in English.
6. I feel comfortable when I can sit in my favorite chair and drink tea and read.



Conversation Questions B

1. What is the length, width, and height of your room?
2. How much does this dog weigh?
3. Do you prefer life in the city or the country? Why?
4. What three adjectives describe you?
5. When do you sit at a desk?
6. What do you think is the best job? Why?

279 grams



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3B. Conversation Practice – Pair work

With a partner, students will practice asking and answering the questions. Student A will ask the questions on the previous slide, student B will ask the questions on this slide.

Answers will vary but may include:

1. My room is 10 feet long, 12 feet wide and 10 feet high.
2. The dog weighs two hundred seventy-nine grams.
3. I prefer life in the city because I can visit museums and shops.
4. I am tall, old and quiet.
5. I sit at my desk to study English and to work.
6. I think the best job is an ESL teacher because you meet many interesting students.



Listen and repeat.

1. /or/ spelled ore	2. /A/ spelled ai	3. /E/ spelled ee
wore	wait	tree
before	jail	agree
4. /I/ spelled y	5. /E/ spelled ea	6. /ul/ spelled -le
my	please	comfortable
why	season	people

- A. God told people not to eat from one tree.
B. Please wait before you speak to my boss.

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4A. Pronunciation- Sound and Spelling

- Model:** Say the sound several times while pointing to it. Then say the sound and quickly read the two examples, pointing to each item as you read it. Students just watch and listen.
- Repeat:** Say the sound and each word several times, having students repeat each time after you in unison. Be sure to use your normal voice and rate of speed. Then read the sentences at the bottom of the slide.
- Solo:** Call on individuals to say a sound and its word group. Give lots of praise.



Listen and repeat.

7. /I/ spelled igh light right	8. /O/ spelled oa Pharoah boat	9. /ow/ spelled ow how now
10. /U/ spelled oo soon moon	11. /U/ spelled ew interview new	12. /uv/ spelled ove love above

- A. Pharoah soon wished he had a boat to cross the waters.
B. I'd love to read a new book by the light of the moon now.

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4B. Pronunciation- Sound and Spelling

- Model:** Say the sound several times while pointing to it. Then say the sound and quickly read the two examples, pointing to each item as you read it. Students just watch and listen.
- Repeat:** Say the sound and each word several times, having students repeat each time after you in unison. Be sure to use your normal voice and rate of speed. Then read the sentences at the bottom of the slide.
- Solo:** Call on individuals to say a sound and its word group. Give lots of praise.



Say the word and the stress pattern.

A	B	C	D	E
—	— _	_ —	— _ _	_ — _

- | | |
|-----------------|-----------------|
| 1. zoo | 7. ruler |
| 2. cinema | 8. weighs |
| 3. grandparents | 9. tomato |
| 4. cousin | 10. honey |
| 5. excited | 11. factories |
| 6. confused | 12. salesperson |



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4C. Hum the stress.

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

Answers:

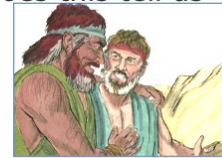
1. zoo, A
2. cinema, D
3. grandparents, D
4. cousin, B
5. excited, E
6. confused, C
7. ruler, B
8. weighs, A
9. tomato, E
10. honey, B

11. factories, D
12. salesperson, D



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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5A. 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.



Answer the questions.



1. Why did Joseph's brothers hate him?
2. Why did the Egyptians put Joseph in prison?
3. What did God do for Joseph while he was in prison?
4. How did Joseph get out of prison?
5. Why did Joseph's brothers come to Egypt?
6. How did Joseph treat his brothers when they came to him in Egypt?
7. How can Joseph's story give you hope for the difficult times in your life?

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5B. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1-6 you may go back to the story to help students find the answer.

Answers:

1. They hated Joseph because Jacob loved Joseph more than he loved his other sons, and because Joseph dreamed that he would rule over his brothers.
2. His master's wife falsely accused Joseph, so he was sent to prison.
3. Joseph remained faithful to God, so God blessed him even in prison.
4. Pharaoh had dreams that no one could interpret. When Joseph told him the meaning of the dreams, Pharaoh made Joseph the second most powerful person in Egypt.
5. There was a great famine and there was no food for them in Canaan, so they came to Egypt to buy food.
6. Joseph first tested them to see if they had changed. Then he told

them who he was and promised to take care of them all in Egypt.
7. Answers will vary.



Answer the questions.

1. Why did Moses' mother put her baby in the river?
2. Who did Moses kill? Why?
3. How did Moses feel when God told him to go back to Egypt?
4. Why did God send Moses to the Israelites?
5. What did God say that his name is?
6. How does God talk to you?
7. How do you think God feels when you listen to him?



5C. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1-5 you may go back to the story to help students find the answer.

Answers:

1. Because the Pharaoh wanted to kill all the male Israelite babies.
2. He killed an Egyptian because he was beating an Israelite slave.
3. Moses felt afraid because he could not speak well.
4. God told Moses to bring the Israelites out of slavery in Egypt and to lead them to the land of Canaan he promised to Abraham, Isaac and Jacob's descendants.
5. God told Moses that his name is I AM WHO I AM or I AM. He also said I am Yahweh.
6. Answers will vary.
7. Answers will vary.



Answer the questions.



1. What did God want Pharaoh to do?
2. Why did God send plagues on Egypt?
3. What were 3 of the plagues you remember?
4. What happened to Pharaoh after each plague?
5. How did the plagues affect the Egyptians and Israelites?
6. Why do you think God gave Pharaoh many chances to change his mind?
7. What plagues have you seen?

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5D. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1 -5 you may go back to the story to help students find the answer.

Answers:

1. He wanted Pharaoh to let the Israelites go free.
2. Because the Pharaoh wouldn't free the Israelites
3. Answers will vary; frogs, turning river to blood, animals dying, sores, gnats, flies, darkness, hail, locusts.
4. He hardened his heart.
5. God saved the Israelites from the plagues, only the Egyptians were hurt.
6. Answers will vary.
7. Answers will vary.



Answer the questions.



1. What did Moses and Aaron tell Pharaoh?
2. What did families have to do?
3. Who put blood around their doors? Who did not?
4. What happened to those who did not put blood on their doors?
5. What did Pharaoh tell Moses and Aaron after this happened?
6. Why did God protect the Israelites?
7. Does God protect you? How do you know?

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5E. Bible Reading Questions

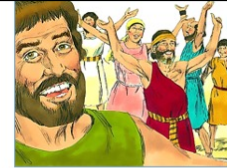
Ask the questions and discuss as a group. For questions 1-6 you may go back to the story to help students find the answer.

Answers:

1. To let the Israelites go or God would kill all the firstborn males.
2. They had to kill a lamb and put the blood around their door.
3. The Israelites put blood around their doors, the Egyptians did not.
4. God killed their firstborn sons.
5. To take the Israelites and leave Egypt immediately.
6. Because they believed in him and obeyed him.
7. Answers will vary.



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?

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5F. Bible Reading Questions


Ask the questions and discuss as a group. For questions 1-4 you may go back to the story to help 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. Where are Tom and Beatrice?
2. How does Beatrice feel on the lake?
3. What is Tom waiting to see?
4. How does Tom feel about Beatrice?
5. What does Beatrice want to sit under on the shore?
6. What did Tom forget to wear to protect his hands?
7. What didn't Beatrice wear?



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6A. Activities – Listening with sound/spelling words: /or /A/ /E/ /I/ /ul/ /O/ /ow/ /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:** Tom, we should go in soon. It's almost dark, and I feel uncomfortable about floating in a boat at night.
- B:** Beatrice, my love, please let's wait for a little while. Now I know you don't feel comfortable, but soon we are going to see the full moon in the sky above us. It's a great night to be out on the lake together!
- A:** Oh, Tom, you're so romantic! I know we just got married today, but if I agree to this, who knows what you'll ask next?
- B:** I just rejoice that the Lord brought us together! Whether we are in this season of new love, or later when we have spent all our lives with each other, I will be happy to state in an interview with the New York Times that I love my wife, my life, and my Lord!
- A:** I wonder if the people who read that interview will email the Editor and say stop making up stories. But I'm glad that at least for us it is true. Meanwhile, why don't you row the boat to shore. I want to sit under that lovely tree on the shore. It is just as romantic as being out on the water, and much safer.
- B:** Beatrice, you are right as usual. Also, my hands are sore, I forgot to wear my gloves. I

am not used to rowing!

A: I see that. Just be careful to get the boat close to the shore. I didn't wear my wading boots!

Answers: 1. They are on/in a boat. 2. She is uncomfortable floating in a boat at night. 3. The (full) moon. 4. He loves her. 5. A (lovely) tree. 6. Gloves. 7. (Wading) boots.



7. Song

He Has the Whole World in His Hands

He has the whole world in his hands. (x4)
He has the little tiny baby in his hands. (x3)
He has you and me brother in his hands. (x3)
He has you and me sister in his hands. (x3)
He has the whole world in his hands.

He has _____ and _____ in his hands.



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7. Song

Note: It is fun to insert the names of students, countries, or family members into this song. He has Mary and Tai Young in his hands, He has Nigeria and Mexico in his hands, He has my parents and my cousins in his hands... etc.

Students will sing 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. Define words that students ask about. 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).



First Review Quiz



Take the listening, speaking and writing quiz with your teacher.

Listen to the five 2-part questions and say your answers.

Then look at the theme picture and write 5 sentences about it. Each sentence must have at least 6 words.

First Review Quiz – Listening, Speaking, and Writing

There are two tests students will take to review. The first is in class, the second may be done as homework. **Print or make a copy of the Rubric found on slide 40 to score the student's answers.** The teacher will give the speaking, listening and writing test by asking the student the following questions. Students may **not** look at the questions. Encourage the student to answer in a complete sentence. Answers will vary.

1. Where were you yesterday? What did you do?
2. Tell me about your family. (OR Tell me about Joseph's family.) What are their names?
3. Do you prefer life in the city or in the country? Why?
4. What are three nouns that describe you?
5. What do you think is the best job? Why?
6. Write five sentences about one theme picture. Each sentence must have at least 6 words. (The teacher may choose any one theme picture from slides 4 to 9 for the student to use in this writing exercise). The student may write on paper or an electronic device.

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



1 & 2 Homework

1. Read the next lesson's Bible verses: God's covenant with Israel – [Exodus 19-34](#)

2. Take the quiz at this link



<https://forms.gle/Mq1UrUU76CYMi9eU7> and write your score here ____

If you are not happy with your score, practice more. Then take the quiz again, and write your new score here ____

8A. Homework 1 and 2

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 ScriptureEarth.org or other Bible translation resources. The hyperlinks of the Bible verses will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses.

Students may scan the QR code or go to the quiz link to access the online quiz. Go over how to take the quiz, to be sure the student understands what to do. If you would like to see the students' results, please make a copy of the quiz at https://docs.google.com/forms/d/1AoZhooK1LAdx7qTdVxRTKqRCiLRa9TW_Twfug1hwU/copy and then send students the new link to YOUR copy of the quiz. Encourage students to look at their quiz results and practice areas that they missed. They may take the quiz again if needed.



9. Homework - Now I Can...

- I can talk about locations using prepositions.
- I can talk about my family and relationships.
- I can talk about feelings.
- I can talk about measurements and numbers.
- I can talk about life in the country.
- I can talk about work.

Homework 9. – I can statements

The student must be able to achieve all of these skills before the next lesson. If not, the lesson can be repeated or additional practice materials can be used.

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!



Closing prayer

Pray

You may want to ask for any special prayer requests, then pray for your students and bless them.

Help us share the Light of the World!

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

Contact us at: LightOfTheWorldLearning.org 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

Listening and speaking		Question			Good - 3 points Answer is correct, clear and complete.			Okay - 1 point Answer is correct, but unclear or incomplete.			Not acceptable - 0 points Answer is not correct.		
Examples:		Where do you live?			I live in an apartment in Tokyo.			I live apartment.					
1. Where were you yesterday? What did you do?													
2. Tell me about your family. (OR Tell me about Joseph's family.) What are their names?													
3. Do you prefer life in the city or in the country? Why?													
4. What are three nouns that describe you?													
5. What is your favorite season and weather? Why?													
6. Write 5 sentences about the theme picture. Each sentence must have at least 5 words.		Good - 3 points Answer is correct, clear and complete. Sentence begins with a capital letter has at least 6 words and ends with punctuation.			Okay - 1 point Answer is correct, but incomplete. Sentence is missing capital letters or punctuation.			Not acceptable - 0 points Answer is not correct.					
Examples:		I see a man and a woman talking. This is a very busy street. The bees make some sweet honey.			see mans womens. This is street busy they are bees								
Sentence 1.													
Sentence 2.													
Sentence 3.													
Sentence 4.													
Sentence 5.													
Total Points out of 30											40		

Please print or copy this rubric to score students' responses.

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Rachael Braggs	Prakash Chandra Giri	Aden Lewis	Brenda Nielsen	Rachel Tamang
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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
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Bible story and pictures on slides 26-31 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>