

Teacher's Notes

Bible Reading: God's Covenant with Israel - [Exodus Chapters 19-34](#)

Theme: Education

Pronunciation: /ow/ and /old/

Grammar: Spelling 3rd person singular; irregular has, does, says, and goes

Preparation:

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring a dictionary, schedule, certificate or other objects and pictures relating to the lesson. Light of the World certificates can be printed from the Teacher's Printable folder in Google Drive.



Pray, Review, and Preview

Bible Reading: God's Covenant with Israel – [Exodus 19-34](#)

Theme: Education

Pronunciation: /ow/ spelled ou, and /Old/

Grammar: Spelling 3rd person singular; Irregular has, does, says and goes

Pray

Pray for the class. You may want to thank the Lord for the ability to receive an education.

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 chapters 19-34 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: **online class, trade school, exam, test, grade, uniforms, and fail.**

More advanced students can be encouraged to make complete sentences:

The students are taking an exam while the teacher watches. They are learning in a trade school. She passed one test with a good grade and failed the other test. The girl is taking an online math class.



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 schedule	a dictionary	a trade school	a gym
He has a busy schedule.	He looks up the word in a dictionary.	He learns at a trade school.	She works out at a gym.

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2A. Vocabulary

Note: The noun “schedule” can also be used in a verb form: I scheduled three appointments. A trade school teaches students hands-on job skills such as mechanical, electrical, hair cutting or cooking skills.

1. Say the new words in a simple sentence: “This is a schedule.” 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.



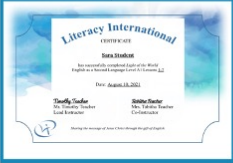

2. Say the word and the article that goes with it several times, as you indicate the object. For example, say: *a schedule, a schedule, a schedule*. Have your students then repeat the word after you several times.

3. Say the word in the written sentence. Have students repeat after you each time, “He has a busy schedule.”

4. Check students' comprehension by asking direct questions.

For example, *What is this? Is this a schedule? Do you use a dictionary?*

Listen and repeat.

5 	6 	7 	8 
a uniform	a grade	a certificate	an online class
They wear uniforms.	He has a good grade.	Sara received an ESL certificate.	She takes an online class.

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2B. Vocabulary

Note: The word **grade** can be used as a noun or verb. Examples: *I have good **grades**. The teacher **grades** her paper.*

- 1. Say the new words in a simple sentence:** "These are uniforms." 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 uniform, a uniform, a uniform.* 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, "They wear uniforms."
- 4. Check students' comprehension by asking direct questions.**

For example, *What is this? What are they wearing? Is this a uniform? Do you wear a uniform?*

Listen and repeat.

9 	10 	11 	12 
an exam / a test	the truth	to fail	to lie
They take an exam.	He tells the truth.	He failed the test.	He lies to his father.

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2C. Vocabulary

Note: We use the verb “take” to talk about doing an exam or test: They take an exam/ They take a test.
The word **lie** can be used as a noun or verb. Example: He lies to his mother. He told a lie.

- 1. Say the new words in a simple sentence:** “They take an exam.” 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: *an exam, an exam, an exam*. 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, “They take an exam.”

4. Check students' comprehension by asking direct questions.

For example, *What are they taking? When do you take an exam?*

Spelling 3rd Person Present Verbs					
1. Most verbs just add S .		2. Verbs ending with a hissing sound (S, Z, X, CH, or SH) add ES .		3. Verbs ending in consonant + Y drop the Y and add IES .	
I lie.	He lies s .	You wash.	She wash es .	I stud y .	He stud ies .
You work.	It work s .	I watch TV.	He watch es TV.	We fl y .	It fl ies .
We fail.	She fail s .	We relax.	She relax es .	They cr y .	She cr ies .
I see.	She see s .	We pass.	It pass es .	You tr y .	He tr ies .
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2D. Grammar - Spelling 3rd Person Present Verbs

When the subject is He, She or It (or a noun representing He, She, or It), present tense verbs end in S, ES or IES. The spelling depends on the last letters of the word.

Note: The singular subjects are not limited to the pronouns **he**, **she**, and **it**. The singular subjects can be any noun that refers to one person or thing. You may use examples to help students understand this concept. For example: Mary [she] goes to class.

Modal verbs do not change in the 3rd person present. Some common modal verbs are: *can, may, might, could, should, would, will, and must*. For example: "He can go." NOT "He cans go."

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



Irregular 3rd Person Verbs

Subject	have	go	do /dU/	say /sA/
I You	have	go	do	say
He She It The student	has	goes	does /duz/	says /sez/
We They The teachers	have	go	do	say

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2E. Grammar

Irregular 3rd Person Present: Has, Does, Says, and Goes

When the subject is He, She or It (or a noun representing He, She, or It), present tense verbs end in S, ES or IES. However, four very common verbs: DO, GO, SAY and HAVE are irregular, and have different spelling and/or different pronunciation.

Note: The singular subjects are not limited to he, she, and it. The plural subjects are not limited to they, we, and you. You may use examples to help students understand this concept. For example: The students [they] go to classes.

Students may choose any verb to go with the subject. The subjects and verbs are not to be matched horizontally in the table.

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



Practice the present simple tense.

catch

dance

finish

study

have

say

go

- A. God **says**, "Love your neighbor."
B. My dog ____ the disc.
C. Sue ____ to wear a uniform at school.
D. The student ____ to school every day.
E. Adam ____ when he's happy.
F. His online class _____ at 3:00 PM.
G. She always ____ with a dictionary.



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2F. Grammar – 3rd Person Present Simple

Ask students to complete the sentences with the correct form of the verbs. Read sentence A as an example. Be sure students can pronounce and spell the 3rd person form of each verb.

Answers

- B. My dog **catches** the disc.
C. Sue **has** to wear a uniform at school.
D. The student **goes** to school every day.
E. Adam **dances** when he's happy.
F. His online class **finishes** at 3:00 PM.
G. She always **studies** with a dictionary.

 **Listen and repeat.**

A: Hi **Joe**. I heard you're studying for a **certificate**.

B: Yes, I'm learning **French** because **I work at a French bakery, and I want to travel**.

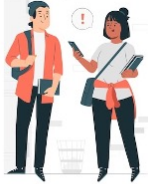
A: I want to learn **French, too**. Are you taking **online classes**?

B: Yes. We have **video calls, exams and receive grades**. I love that the class **fits with my schedule**.

A: How do you sign up?

B: You can sign up **online**. I will send you **their website**. Maybe we can be in a class together!

A. That would be great. Thank you for your help!



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3A. Conversation 1:

- 1. Model: Say both parts of the conversation several times.** Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to show 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). Ask the students what the nature of the relationship between A and B could be.



Listen and repeat.

1. /ow/ spelled ou	2. /Old/	3. Challenge
out	old	
shout	cold	
loud	told	
cloud	hold	
south	sold	

- A. I shouted loudly when I passed the exam.
B. He told me it's cold and cloudy in the south.

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4A. Pronunciation - Sound and Spelling

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

(For example, point to the **-ow** and say /-ow/ /-ow/ /-ow/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/ow/ out, shout, loud, cloud, south). 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 — --
exam	trade school	uniform
the truth	language	factory
They lied.	classes	languages
a grade	passes	parking lot
He failed.	lying	families

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4B. Hum and clap the stress.

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

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

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



God's Covenant with Israel.

[Exodus Chapters 19-34](#)

After God led the Israelites through the Red Sea, he led them through the desert to a mountain called Sinai. This was the same mountain where Moses once saw the burning bush. The people set up their tents at a place near the mountain.



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5A. Bible Reading

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

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

God said to Moses and all the people of Israel, "You must always obey me and keep the agreement I am making with you. If you do this, you will be my own special treasure, a kingdom of priests, and a holy people."



For three days the people made themselves ready for God to come near to them. Then God came down to the top of Mount Sinai.

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5B. Bible Reading

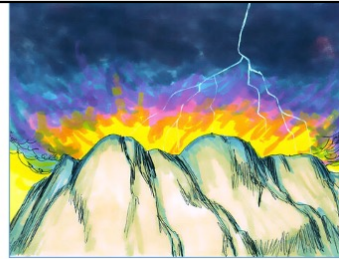
- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



When he came, there was light and sound from the sky, smoke, and sounds of loud trumpets. Then Moses went up the mountain alone.

Then God made an agreement with the people. He said, "I am Yahweh, your God. It is I who saved you from being slaves in Egypt. Do not worship any other god."

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5C. Bible Reading

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



"Do not make other gods and do not worship them, because I, Yahweh, must be your only God. Do not use my name in a bad way. Be sure to keep the Sabbath a special day. In other words, do all your work in six days, for the seventh day is a day for you to rest and to remember me."



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.



"Honor your father and your mother. Do not murder anyone. Do not sleep with someone you are not married to. Do not steal. Do not lie about your neighbor. Do not want your neighbor's wife, his house, or anything that belongs to him."



The people all agreed to obey the rules that God had given them. They agreed to belong to God alone and to worship only him.

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.



God also told the Israelites to make a large tent — the Holy Tent. He told them exactly how to make this tent and what things to put in it. He told them to make a large curtain to make the tent into two rooms. God would come into the room behind the curtain and stay there. Only the high priest could go into that room where God was.



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.



The people must also make an altar in front of the Holy Tent. Anyone who did not obey God's rules should bring an animal to that altar. A priest would then kill it and put it in the fire on the altar as a gift to God.



God said that the animal's blood would cover that person's sins. In this way, God would not see that sin any longer. That person would become "clean" to God. God chose Moses' brother, Aaron, and Aaron's family to be his priests.

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5G. Bible Reading

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



God wrote these Ten Commandments on two stone tablets and gave them to Moses. God also gave the people many other laws and rules to follow. God promised to bless the people and take care of them if they obeyed these laws. But he said he would punish them if they did not obey them.

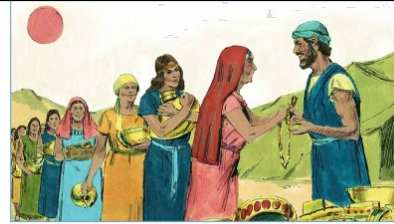


5H. Bible Reading

- 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.



For many days, Moses stayed on top of Mount Sinai. He was talking with God. But the people got tired of waiting for him to come down the mountain. So they brought gold to Aaron and asked him to make an idol that they could worship instead of God. In this way, they sinned against God a lot.



5I. Bible Reading

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



Aaron made a gold idol in the shape of a young cow. The people began to wildly worship the god and give gifts to it! God was very angry with them because of their sin. God told Moses he wanted to kill them. But Moses asked God not to kill them. God listened to his prayer and did not kill them.



When Moses went down from Mount Sinai, he was carrying the two stone tablets on which God wrote the Ten Commandments.

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5J. Bible Reading

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



When Moses saw the idol, he was so angry that he threw the tablets to the ground, and the stones broke into many pieces.


Then Moses burned the idol and ground it into dust. He threw the dust into water and made the people drink the water. God sent a plague on the people and many of them died.


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5K. 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 made new stone Tablets for the Ten Commandments in place of the ones that he broke. Then he went up the mountain again and prayed that God would forgive the people. God listened to Moses and forgave them. Moses came back down the mountain with the Ten Commandments on the new tablets. Then God led the Israelites away from Mount Sinai toward the Promised Land.



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5L. Bible Reading

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



Answer the questions.



1. What happened when God came to the top of Mount Sinai?
2. What did animal blood do to the sins of the person who brought the animal?
3. What did Moses do when he saw them worshipping an idol?
4. Why was it so bad that the people made an idol to worship?
5. Who or what do you worship? Why?

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5M. Bible Reading Questions

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

Answers:

1. There was light and sound from the sky, smoke, and sounds of loud trumpets.
2. God said that the animal's blood would cover that person's sins. In this way, God would not see that sin any longer, and that person would become "clean."
3. Moses broke the tablets into many pieces, burned the idol to the ground, and threw its dust into water. Moses made the people drink the water.
4. God just told the people to not make or worship other gods.
5. Answers will vary.

 Listen and answer the questions.



1. Who is Mark?
2. What happened last week?
3. Who told Mark about Adam's news?
4. Where is Adam's new house?
5. Is the south side a good place for the new house?
6. What does Mark want to do this weekend?
7. What is Mark's wife good at?

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6A. Activities – Listening sound/spelling words /ow/ spelled ou and /Old/

Read the voice message at least 2 times as students listen and answer the questions. Students should NOT look at the script.

Script:

"Hey Adam, it's me, your old friend Mark. Your brother told me that you sold your house last week. Congratulations! It must be nice to move from the old house. The south side of the city is a perfect place for a new house! If you are free, I would love to catch up and have dinner with you this weekend. We could go out, or you can come to my house. It's getting cold, and my wife does a great job cooking hot meals. Anyway, let me know what works best for you. Have a great day, and I'll talk to you soon. Bye!"

Answers:

1. Mark is Adam's friend.
2. Adam sold his house last week.

3. Adam's brother told Mark about the house.
4. His new house is on the south side of the city.
5. Yes, Mark thinks it's the perfect place for the new house.
6. Mark wants to meet with Adam for dinner to catch up.
7. Mark's wife is good at cooking hot meals for cold weather.

Role Play – Parent and Teacher Conference

A. Teacher

1. Hello, I'm _____. Thank you for coming here. I'm so glad to have your son, Tom, in my class.
2. Do you help him with his homework?
3. Does he practice English at home?
4. Where does Tom study? What is his study schedule?
5. Does he have a dictionary at home?
6. Where does he like to go after school?
7. Does Tom tell you the truth about his exam grades?
8. Does he want to go to a trade school or university?
9. Do you have any questions about Tom's education?



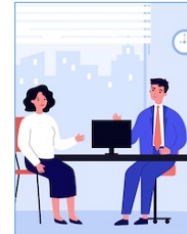
6B. Activities – Pair work role-play

Ask the students to role-play the parts of a teacher and the parent of a student by asking the questions to one another and answering them. Partner A is the teacher and asks the questions on this slide. Partner B is the parent and asks the questions on the next slide. Answers will vary.

Role Play – Parent and Teacher Conference

B. Parent

1. Hi, I'm _____. It's nice to meet you. Tom enjoys your class.
2. Tom's eyes are not very good. Can he sit closer to the board?
3. What does he have to improve?
4. How many exams does Tom need to take?
5. Can he take your class online if he is sick?
6. What does he say in class?
7. Does he get along with his classmates?
8. Will he get a certificate at the end of the year?
9. What can we do at home to help him learn?



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6C. Activities – Pair work role-play

Ask the students to role-play the parts of a teacher and a parent of a student by asking the questions to one another and answering them. Partner A is the teacher and asks the questions on the previous slide. Partner B is the parent and asks the questions on this slide. Answers will vary.



Moses Song

Moses walked across the desert.
Moses prayed to God above.
He led God's people out of Egypt
And told them of His love.
Moses walked up the mountain
And walked down with God's commands.
Then they walked around for 40 years
To reach the promised land.



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7. Songs







Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits. Use hand gestures and body movements to act out the words to the song.

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

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

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

1A. Homework – Write about the pictures with 3rd person present verbs.

<p>1</p> 	<p>He has a certificate for completing the English class.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	<p>31</p>

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Homework 1A. - Write sentences using 3rd person present verbs.

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 contain a 3rd person present tense verb, and use the following words:

2. a schedule

3. a dictionary
4. a trade school
5. a uniform
6. a grade

1B. Homework – Write about the pictures with 3rd person present verbs.

<p>7</p> 		<p>10</p> 	
<p>8</p> 		<p>11</p> 	
<p>9</p> 		<p>12</p> 	<p>32</p>

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Homework 1B. - Write sentences using 3rd person present verbs.

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

Answers may vary, but will contain a 3rd person present tense verb, and use the following words:

- 7. a gym
- 8. an online school
- 9. an exam
- 10. to lie
- 11. to fail
- 12. the truth

2. Write the present tense of **have, do, say, or go**.

- A. I ____ not want to forget my homework again.
- B. We ____ to wear uniforms, but they ____ n't look good on me.
- C. He ____ to school online and ____ it's easy.
- D. Emily ____ three dictionaries, but she ____ not use them.
- E. ____ the teacher ____ enough tests?
- F. She ____ n't ____ an easy schedule this month.
- G. The young student ____ he ____ not like taking exams.
- H. He ____ to the gym on Saturday to ____ exercises.

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Homework 2. – Grammar Review

Learners will read the sentences and fill in the blanks.

- A. I **do** not want to forget my homework again.
- B. We **have** to wear uniforms, but they **don't** look good on me.
- C. He **goes** to school online and **says** it's easy.
- D. Emily has three dictionaries, but she **does** not use them.
- E. **Does** the teacher **have** enough tests?
- F. She **doesn't have** an easy schedule this month.
- G. The young student **says** he **does** not like taking exams.
- H. He **goes** to the gym on Saturday to **do** exercises.

3. Write questions and ask your partner.	
Questions	Answers
1. Which language do you like? Why?	I like Japanese, because it's cool.
2. Do you prefer in-person or online _____	
3. _____ lie or always tell the truth	
4. _____ school subject	
5. _____ wear a uniform	
6. _____ schedule	
7. _____ fail an exam	
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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 prefer in-person or online classes?
3. Do you ever lie or always tell the truth?
4. What is your favorite school subject?
5. Do you prefer to wear a uniform?
6. How busy is your schedule?
7. When did you fail an exam?

 **4. Answer and say the sentences. Mark the /ow/ and /Old/ sounds.**

A. How ow ow are you?	I am 21 years ow .
B. When do you fold your clothes?	
C. When did you spend a long time looking at the clouds?	
D. Are you from the north or south part of your country?	
E. Have you ever told on* someone?	
F. Do you like going out or staying in?	

©2021-2024 Light of the World Learning To "tell on" someone is to complain about them to another person.

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

This homework practices writing, spelling, and pronouncing the /ow/ and /old/ sounds.

You may have to explain the phrases "told on," "going out," and "staying in" to students.

Answers will vary. Learners should mark the following sounds:

- A. **ow** **ow** are you?
- B. When do you **ow** your clothes?
- C. When did you spend a long time looking at the **ow**s?
- D. Are you from the north or **ow**th part of your country?
- E. Have you ever **ow**d on someone?
- F. Do you like going **ow**t or staying in?

5A. Order the sentences from 1-7

- _ Moses prayed for forgiveness, and God forgave the people.
- _ Aaron made a golden idol, and the people worshipped it.
- 1** The Israelites set up their tents near Mount Sinai.
- _ Moses burned the idol and ground it until it became dust.
- _ God wrote the Ten Commandments on stone tablets.
- _ God came down to the mountain with smoke and loud trumpets.
- _ God led the people toward the Promised Land.

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Homework 5A. – Bible Reading Review

Students may look back at the story to number the sentences from 1 to 7. Number 1 is the example.

Answers:

- 6** Moses prayed for forgiveness, and God forgave the people.
- 4** Aaron made a golden god, and the people worshipped it.
- 1** The Israelites set up their tents near Mount Sinai.
- 5** Moses burned the idol and ground it until it became dust.
- 3** God wrote the Ten Commandments on stone tablets.
- 2** God came down to the mountain with smoke and loud trumpets.
- 7** God led the people toward the Promised Land.

5B. Answer the Bible story questions.

1. What was your favorite part of the Bible story? Why?
2. What surprised you about it?
3. Which person in the story is most like you? Why?
4. What did you learn from the story?
5. How do you think it applies to your life?
6. What are two questions you have about the story?

Homework 5B. – Bible Reading Review

Ask the students to interview a partner about the Bible story, and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.

Answers will vary.

 **6A. Choose 1 verse to memorize.**

A

So now I tell you to obey my commands and keep my agreement. So if you do this, you will be my own special people. The whole world belongs to me, but I am choosing you to be my own special people. [Exodus 19:5](#) ERV

B

But if we confess our sins, God will forgive us. We can trust God to do this. He always does what is right. He will make us clean from all the wrong things we have done. [1 John 1:9](#) ERV

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Homework 6A. – Memorize a Verse

Learners get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

1. Model. Recite a verse from memory.

2. Repeat. Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.

3. Solo. Students will recite the verse from memory at the next class.

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

C

The LORD is kind and merciful, patient and full of love.
[Psalm 145:8](#) ERV.

- Read the next lesson's Bible verses: [Exodus 16-17](#); [Numbers 10-14](#); [20](#); [27](#); [Deuteronomy 34](#) in your language.


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

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

Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. They may also use Bible.IS or other Bible translation resources.

7A. Read and answer the questions.

Good morning Mr. Wright,



I am entering my last year of classes at Summit Trade School, studying plumbing. I have good grades and always do well on my exams. I like to work with my hands. I want to do plumbing work near my home.

I would like to ask you some questions about my classes and jobs in our town. I appreciate your advice as the head instructor of the plumbing program. Would you be available for a meeting next week?

I know you have a busy schedule. I am free on Monday from 10 AM to 1 PM and Thursday from 4 PM to 7 PM. Please let me know what works best for you. You can email me at JoeAndr@sts.edu or call me at (630) 555-2987.

Thank you, Joe Andrews

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Homework 7A. – Everyday Reading and Writing

Read Joe’s email and answer the questions on the next slide.

 **7B. Homework – Answer the questions in complete sentences.**

- A. What is the purpose of Joe’s email?
- B. What school does Joe go to? What is he studying?
- C. Who is Mr. Wright?
- D. What questions does Joe want to ask Mr. Wright?
- E. Is Joe a good student? How do you know?
- F. What does Joe want to do in the future?
- G. What information would you add or delete from Joe’s email?

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Homework 7B. – Everyday Reading and Writing

The learners will read the email and answer the questions.

Answers:

- A. The purpose of Joe’s email is to ask for a meeting with Mr. Wright.
- B. Joe goes to Summit Trade School. He is studying plumbing.
- C. Mr. Wright is the head of the plumbing program.
- D. Joe wants to ask Mr. Wright about his classes and about jobs in the town.
- E. Yes, Joe is a good student. He gets good grades and always does well on his exams.
- F. In the future, Joe wants to do plumbing work near his home.
- G. Answers will vary.



8. Writing



Write a paragraph about your favorite class. Tell at least three reasons why you liked the class and what you learned.

Homework 8. – Writing

Model. Write about your favorite class. For example: My favorite class was my band class in high school. I liked the class because I was friends with many of my classmates. I also thought my teacher was kind and loving. We had a lot of fun playing musical instruments, etc.

Answers will vary.




9. Homework – Now I Can....

- I can talk about education.
- I can understand, say, read, and write the 12 vocabulary words.
- I can spell third person plural verbs and use **has**, **says**, **goes**, and **does** correctly.
- I can understand that God made a covenant with Israel.

Homework 9. – I can statements

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

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



Closing Prayer

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Pray

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

Help us share the Light of the World!

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

Contact us at: LightOfTheWorldLearning.org or Info@LOTWL.org



Appendix



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

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Bible story and pictures on slides 14-26 and 30 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>