

### Teacher's Notes:

**Bible Reading:** The Promised Land – [Joshua 1-24](#)

**Theme:** Routine Activities

**Pronunciation:** /ks/ spelled -cks and /LE/ spelled -ly

**Grammar:** Simple Future Tense Will/Won't, Phrasal Verbs

**Preparation:**

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring a towel, soap, snacks, comb, sunscreen, clothing, and other items used in daily routines.



## Pray, Review, and Preview

**Bible Reading:** The Promised Land – [Joshua 1-24](#)

**Theme:** Routine Activities

**Pronunciation:** /ks/ spelled -cks and /LE/ spelled -ly

**Grammar:** Simple Future Tense Will/Won't; and Phrasal Verbs

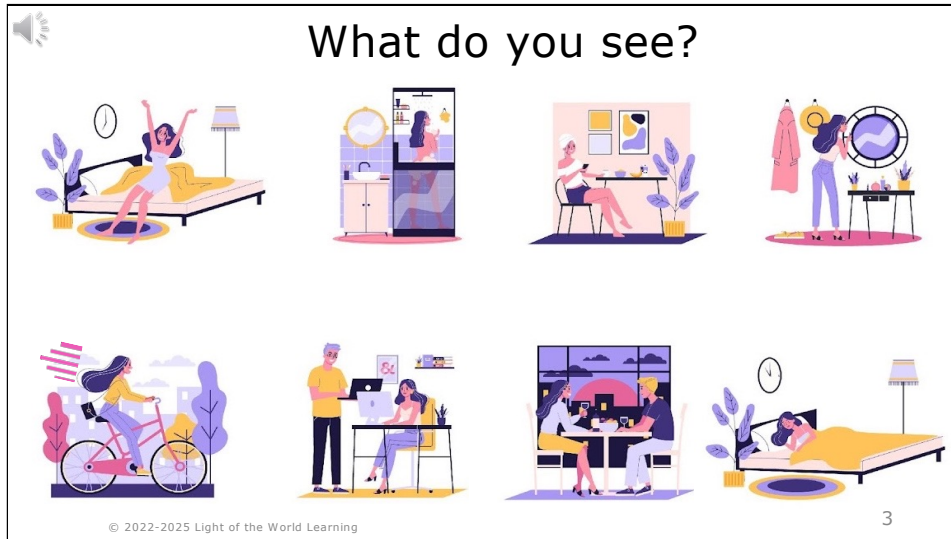
### Pray

Pray for the class. You may want to thank the Lord for the way he is faithful in our everyday lives.

### 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 Joshua 1-24 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 will she do tomorrow?" 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: **snack, shower, dress, hurry, eat dinner,** etc.

More advanced students can be encouraged to make complete sentences:

**Tomorrow she will wake up and take a shower. She will hurry to work on her bicycle.**

**A Weekday Routine**

1. wake up      2. shower      3. eat a snack      4. put on sunscreen

5. hurry      6. work      7. eat dinner      8. sleep





**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 towel	a weekday	soap	a snack
I dry off with a towel.	Tuesday is a weekday.	Wash your hands with soap.	At 2:00 PM, I will eat fruit for a snack.

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## 2A. Vocabulary

**Note:** Monday through Friday are weekdays. Saturday and Sunday make up the weekend.

**1. Say the new words in a simple sentence:** "This is a towel." Repeat 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 towel, a towel, a towel." 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 dry off with a towel."

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

For example, "What is this?" "Where's the towel?" "Is today a weekday?"

**Listen and repeat.**

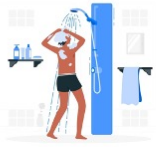



<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
			
a cafeteria	dinner	sunscreen	to finish
They eat at the school cafeteria.	We will eat dinner at 6:00 PM.	I put on sunscreen.	They finished the race.

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## 2B. Vocabulary

- 1. Say the new words in a simple sentence:** "This is a cafeteria." Repeat 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 cafeteria, a cafeteria, a cafeteria." 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 eat at the school cafeteria."
- 4. Check students' comprehension by asking direct questions.** For example, "What is this?" "What do you do in the cafeteria?"

**Listen and repeat.**

<b>9</b> 	<b>10</b> 	<b>11</b> 	<b>12</b> 
to shower	to hurry	to dress	to comb
He showers every day.	He hurries to work.	He dresses himself.	She combs her hair.

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### 2C. Vocabulary

- 1. Say the new words in a simple sentence:** "He showers." Repeat 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 several times,** as you indicate the object. For example, say, "to shower, to shower, to shower." 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 showers every day."
- 4. Check students' comprehension by asking direct questions.** For example, "What is he doing?" "When do you hurry?" "Do you comb your hair?"

**Future Tense: Will or Will Not + Verb.**

Subject	Positive +	Negative -	Question ?
I You He She It We They	<b>will</b> hurry.	<b>will not</b> hurry.	<b>Will</b> ____ hurry?

A. \_\_\_\_\_ you eat a snack at the school cafeteria later?  
 B. No, I \_\_\_\_ \_\_\_\_ eat there. I **will** eat at home instead.

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**2D. Grammar – Future with Will**

**Will + verb** can be used to talk about the future. It is similar in use to **Be + Going To + Verb**.

The forms are the same for singular and plural. **Will not** or the contraction **won't** is used for the negative form.

Model, Repeat, and Solo the pronunciation of all forms shown on the chart. Ask students to complete the sentences with the blank spaces.

Answers:

- A. **Will** you eat a snack at the school cafeteria later?
- B. No, I **will not** eat there. I **will** eat at home instead.



## Future Tense with Contractions.

Positive +		Negative -	
Subject + 'll	Verb	Subject	Won't + Verb
I'll	finish.	I	<b>won't</b> finish.
You'll		You	
He'll		He	
She'll		She	
It'll		It	
We'll		We	
They'll		They	

A. **Will** you and Sue finish your homework after dinner?

B. She'll finish her homework tonight, but I \_\_\_\_ finish it. I'll work tonight, and then do my homework tomorrow. 9

### 2E. Grammar – Future with Will Contractions

**Will + verb** can be used to talk about the future. It is similar in use to **Be + Going To + Verb**.

The forms are the same for singular and plural. The contractions are formed by adding 'll to the subject for the positive form: I'll, you'll, he'll, she'll, it'll, we'll, they'll. The contraction **won't** is used for **will not**.

Model, Repeat, and Solo the pronunciation of all forms shown on the chart. Ask students to complete the sentences with the blank spaces.

Answers:

A. **Will** you and Sue finish your homework after dinner?

B. She'll finish her homework tonight, but I **won't** finish it. I'll work tonight, and then **I'll** do my homework tomorrow.



## What will happen next?



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### 2F. Grammar – Simple Future Tense with Will

Ask students, "What will happen next?" to elicit sentences using "will" or "I'll" for the future.

Answers will vary, but may include the following:

1. Someone will open the door. They will eat pizza.
2. He will jump to the ground.
3. He will drop the boxes.
4. The coffee will spill on the papers.
5. The doctor will hit the patient's knee. The patient will kick.
5. The person will slip. Someone will fall down the stairs.

**Phrasal Verbs.** Many verbs in English have two words. Match the future form of the phrasal verbs with the picture.

A. He will **wake up** at 5:30 in the morning.  
 B. She'll **put on** sunscreen to protect her skin.  
 C. He'll **hurry up** to catch the bus.  
 D. I'll **turn on** my computer tonight.  
 E. Kim will **turn off** the lights at night.  
 F. Billy will **pick up** the box.

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**2G. Grammar -The Future Simple with Phrasal Verbs**

Phrasal verbs have a verb plus a preposition which make a single verb. Students will match the sentences with the pictures.

**Answers**

- 1. D
- 2. E
- 3. C
- 4. A
- 5. F
- 6. B



## Listen and repeat.



A: What will you do tomorrow **morning**?

B: I'll **read my Bible and eat breakfast**. What about you?

A: I'll just **shower and dress**. What will you **have for breakfast**?

B: I'll probably **make eggs and toast**. Then, **I'll have a little bit of coffee**. What will you do **in the afternoon**?

A: **I'll pack a snack like cheese sticks**, so **I won't be hungry**.

**Then I'll put on some sunscreen and go to the beach**.

B. That sounds like it'll be a **great** day!

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### 3A. Conversation 1:

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

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

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

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

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



## Listen and repeat.

1. /ks /spelled-cks	2. /LE/spelled-ly	3. Challenge
snacks	early	
picks	family	
socks	quickly	
blocks	likely	
sticks	usually	

- A. She won't pick up her towel and socks quickly.  
B. His family usually won't eat dinner early.

### 4A. Pronunciation - Sound and Spelling

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

(For example, point to the **-cks** and say /ks/ /ks/ /ks/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/ks/ *snacks, picks, socks, blocks, sticks*). 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. -  -
yard	towels	deliver
soap	weekday	I finished.
dress	shower	Let's hurry.
combs	hurry	tomorrow
snack	sunscreen	We'll do it.

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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.

## The Promised Land.

### [Joshua 1-24](#)

At last it was time for the Israelites to enter Canaan, the Promised Land. In that land was a city called Jericho.



It had strong walls around it to protect it. Joshua sent two spies to Jericho. A prostitute named Rahab lived in Jericho. She hid these spies to protect them, and later she helped them to run away from the city. She did this because she believed God. The spies agreed to protect Rahab and her family when the Israelites returned to destroy Jericho.

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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.

The Israelites had to cross the Jordan River to enter into the Promised Land. God told Joshua, "Have the priests go first." When the priests stepped into the Jordan River, the water upstream stopped flowing, so the Israelites crossed the river on dry land.



When they reached the other side, God told Joshua to get ready to fight the city of Jericho. God said the priests and soldiers must march silently around the city once a day for six days. They did that.



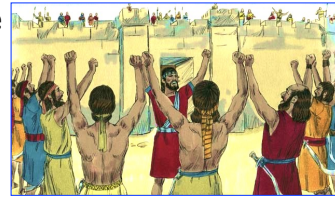
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### 5B. Bible Reading

- 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.

God also said that on the seventh day the Israelites must march around the city seven times. Then the priests must blow the trumpets and all the people must shout loudly. They did this, and the walls around Jericho fell down!



The Israelites destroyed everything in the city, as God commanded. They only saved Rahab and her family, who became part of the Israelites. When the other people living in Canaan heard that Jericho was destroyed, they were scared.



### 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 the Israelites not to make a peace treaty with any of the people groups in Canaan. But one group, called the Gibeonites, lied to Joshua and said they were from a place far from Canaan. They asked Joshua to make a peace treaty with them. Joshua and his men did not ask God about this. They just made a peace treaty with the Gibeonites. Three days later, the Israelites found out that the Gibeonites really did live in Canaan. They were angry because the Gibeonites lied to them. But they still kept the peace treaty they made because it was a promise made before God.



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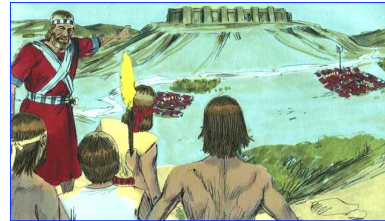
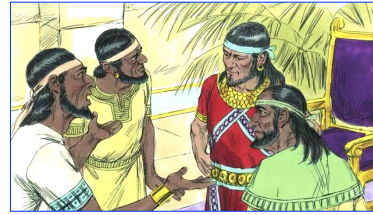
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### 5D. Bible Reading

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

Later the kings of another group in Canaan, the Amorites, heard that the Gibeonites had made a peace treaty with the Israelites, so they joined their armies together and attacked Gibeon. The Gibeonites sent a message to Joshua asking for help.

Joshua gathered the Israelite army. They marched all night to get to the Gibeonites. In the early morning, they surprised the Amorite armies and fought them.



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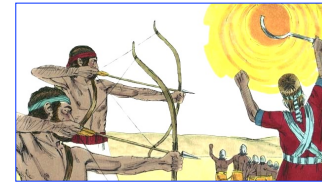
### 5E. Bible Reading

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

God fought for Israel that day. He confused the Amorites and he sent large hailstones that killed many of them. Also, God caused the sun to stay in one place in the sky so Israel had enough time to fully defeat the Amorites. On that day, God won a great victory for Israel.



After God defeated those armies, many of the other Canaanite people groups gathered together to fight Israel. But Joshua and the Israelites fought and destroyed them.



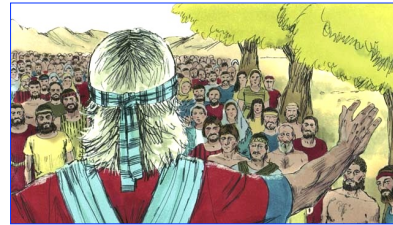
## 5F. Bible Reading

- 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.

After these battles, God gave each tribe of Israel its own part of the Promised Land. Then God gave Israel peace along all its borders.



When Joshua was an old man, he called all the people of Israel together. He reminded the people that they had promised to obey the covenant that God had made with the Israelites at Mount Sinai. The people promised to be faithful to God and obey his laws.



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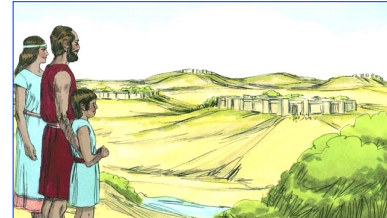
### 5G. Bible Reading

- 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.



## Answer the questions.

1. How did God help the Israelites destroy Jericho?
2. Who led the Israelites into the Promised Land?
3. Why did God help Israel fight, even when they broke their promise not to sign a peace treaty with anyone?
4. Why did Israel go to help the Gibeonites fight?
5. How can you remain faithful and trust God?



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### 5H. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1 and 2 you may go back to the story to help students find the answer.

#### **Answers:**

1. God told the Israelites to walk quietly round the city of Jericho for six days and asked the priests to blow the trumpet on the seventh day. They obeyed, and God brought the walls of Jericho down.
2. Joshua led the Israelites into the promised land.
3. He keeps true to His promises. He had promised to be with Joshua. (Joshua 1:9)
4. They had to honor the treaty they made with them before God.

Answers will vary for question 5.



## Listen and answer the questions about Emily's trip.

1. What did Emily forget last time?
2. When will Emily wake up?
3. What does Molly usually do?
4. What does Molly do first?
5. What did Emily promise to do?
6. What snack does she bake for the family dinner?
7. What does she do for her neighbor?



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### 6A. Activities – Listening to sound/spelling words /ks/ and /LE/

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

#### **Script:**


I'm looking forward to traveling soon for my business trip to Washington. The night before I leave, I'll pack all the things I need to bring. Last time I went on a trip, I forgot to bring my comb and socks! I won't make that mistake again. Early in the morning, I'll wake up and quickly get ready to go to the airport. I'll shower, dress in my new jacket, and hurry out the door. My co-worker, Molly, usually picks me up on time. First Molly knocks loudly on the door. Then she helps me carry my bags. We'll take her car to the airport and leave it in the parking lot. It costs less than taking a taxi.

Every weekday of the trip we have to work. But on Saturday I'll get to see some of my family members who live in that area. We'll all have dinner one night. I promised to bring some snacks to the family dinner. They always like the spicy bread sticks that I bake for

them. I also always pick up a gift for my neighbor because she cares for my cat while I'm out of town. We will fly home after a week. I think it's really fun to travel and I'm glad I have the chance to go on this trip. It's different than my usual routine.


**Answers:**

1. She forgot her comb and socks.
2. She'll wake up early.
3. She usually picks her up on time.
4. She knocks loudly on the door.
5. She promised to bring some snacks to the family dinner.
6. She bakes spicy bread sticks.
7. She picks up a gift for her neighbor.

 A: What will Paul do tomorrow morning? What will you do?

Partner B's Answers	
1.	First, he'll wake up in the morning, and I will, too.
2.	
3.	
4.	
5.	
6.	

Sara's Routine



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### 6B. Activities – Pair work

Partner A will ask Partner B questions about Paul who is pictured on the next slide. Partner A will write Partner B's answers. The partners may NOT look at each other's slides.

Check answers for correct grammar and punctuation.

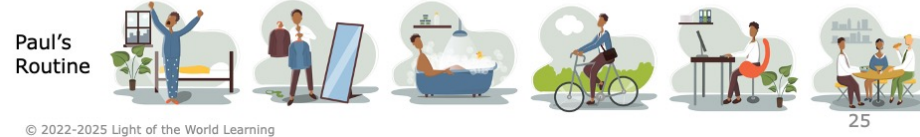
Answers will vary but may include:

2. He'll dress in front of a mirror, and I will also dress in front of a mirror.
3. He will take a bath in the bathtub, but I will take a shower.
4. He'll ride a bike to work, but I won't. I'll drive to work.
5. Paul will work on a computer, but I'll work in the garden.
6. He'll eat with his co-workers, and I will, too.



B: What will Sara do tomorrow morning? What will you do?

Partner A's Answers	
1.	She'll dress in a head scarf, but I won't. I'll wear a hat.
2.	
3.	
4.	
5.	
6.	



### 6C. Activities – Pair work

Partner B will ask Partner A questions about Sara who is pictured on the previous slide. Partner B will write Partner A's answers. The partners may NOT look at each other's slides. Check answers for correct grammar and punctuation.

Answers will vary but may include:

2. She'll teach children, but I'll work in a factory.
3. She'll eat a snack alone, but I'll eat with my family.
4. Sara will go shopping, and I will, too.
5. She will cook, but I'll work in the garden.
6. She'll eat dinner with a friend, and I will, too.



## Every Day Song

Every day, I wake up and eat.  
I do the dishes  
And I brush my teeth.  
I work and study  
And I go to sleep.  
And Jesus is here with me.

Every day, she wakes up and eats.  
She does the dishes  
And she brushes her teeth.  
She works and studies  
And she goes to sleep.  
And Jesus is here with her.

Every day, he wakes up and eats.  
He does the dishes  
And he brushes his teeth.  
He works and studies  
And he goes to sleep.  
And Jesus is here with him.

Every day, we wake up and eat.  
We do the dishes  
And we brush our teeth.  
We work and study  
And we go to sleep.  
And Jesus is here with us.



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### 7. Song







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. 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).

1A. Homework – Write about the pictures using **will, will not, won't** or **'ll**.

1 	They won't eat dinner together in the kitchen.	4 	
2 		5 	
3 		6 	

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**Homework 1A. - Write sentences using the pictured vocabulary words.**

**Model.** Go over each of the homework assignments to be sure the student understands what to do.

**Repeat.** Encourage students to practice speaking and reading the completed homework assignments with a friend. They may use a bilingual dictionary.





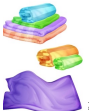
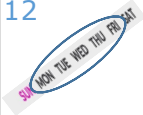
**Solo.** Students will share their homework when they are finished. After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement. Answers will vary.

Number one is an example.

**Answers** may vary, but will start with a capital letter, have a punctuation mark at the end, use the future tense, and use the following words:

1. dinner
2. sunscreen
3. snack
4. soap
5. to hurry
6. to comb

1B. Homework – Write about the pictures using **will, will not, won't** or **'ll**.

<p>7</p> 		<p>10</p> 	
<p>8</p> 		<p>11</p> 	
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**Homework 1B. - Write sentences using the pictured vocabulary words.**

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

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, use the future tense, and use the following words:

- 7. to finish
- 8. to dress
- 9. a towel
- 10. a cafeteria
- 11. to shower
- 12. a weekday



## 2A. Homework – Fill in the blanks

sit down

turn off

turn on

hurry up

wake up

put on

take off

dry off

will

slow down

- A. On the way to work, I **will pick up** a snack.
- B. After I finish taking a shower, I'll \_\_\_\_\_ with a towel.
- C. Please \_\_\_\_\_ and wash your hands with soap for at least 30 seconds.
- D. I will \_\_\_\_\_ when my alarm clock rings at 6:00 AM.
- E. He will need to \_\_\_\_\_ to catch the bus before it leaves.
- F. She will dress and \_\_\_\_\_ her shoes before school.
- G. Welcome! Please \_\_\_\_\_ your coat and \_\_\_\_\_ in a chair.

### Homework 2A – Grammar and Vocabulary Review

#### Phrasal Verbs and Simple Future with Will

Fill in the blanks to complete the sentences.

- A. On the way to work, I **will pick up** a snack.
- B. After I finish taking a shower, I'll **dry off** with a towel.
- C. Please **slow down** and wash your hands with soap for at least 30 seconds.
- D. I will **wake up** when my alarm clock rings at 6:00 AM.
- E. He will need to **hurry up** to catch the bus before it leaves.
- F. She will dress and **put on** her shoes before school.
- G. Welcome! Please **take off** your coat and **sit down** in a chair.

## 2B. Write future sentences using the words.

1	why / dinner/ not / you	Why won't you eat dinner?
2	where / live /next year / they	
3	tomorrow / hurry/ not / she	
4	comb / hair / tonight / we	
5	put on / sunscreen / July / not	
6	towels / shower / how many	
7	soap / later / wash / I	
8	finish / June / class / he / not	

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### Homework 2B – Future with Will

Answers will vary but must start with a capital letter, end with proper punctuation, use the words provided, and use **will**, **won't** or **ll**.

Answers may include:

2. Where will they live next year?
3. Tomorrow she won't hurry.
4. We will comb our hair tonight.
5. He will not put on sunscreen in July.
6. How many towels do you need after your shower?
7. I will wash with soap later.
8. He won't finish the class in June.

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

Questions	Answers
1. What will you eat for a snack?	I'll eat fruit. I won't eat chips.
2. _____ dinner_____	
3. _____ shower_____	
4. _____ cafeteria_____	
5. _____ sunscreen_____	
6. _____ hurry_____	
7. _____ finish_____	

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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. What will you eat for dinner?
3. When do you shower?
4. What is your favorite food from the cafeteria?
5. Why do you wear sunscreen?
6. When do you have to hurry?
7. What do you need to finish quickly?

Answers will vary.

4. Answer and say the sentences. Mark the /ks/spelled **-cks/** and LE /spelled **-ly/** sounds.

A. When will you see your family?	I'll see my family tonight.
B. What are your favorite snacks?	
C. When will you wake up early?	
D. What kind of socks do you wear?	
E. What will you likely eat for dinner?	
F. Do you usually pick up rocks?	

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

This homework practices writing, spelling, and pronouncing the /cks/ and /ly/ sounds.

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

- A. When will you see your family**ly**?
- B. What are your favorite snacks**cks**?
- C. When will you wake up early**ly**?
- D. What kind of socks**cks** do you wear?
- E. What will you likely**ly** eat for dinner?
- F. Do you usually**ly** pick up rocks**cks**?

5. Write 5 sentences about the pictures of the Israelites.



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### Homework 5. – Bible Reading Review

Students will write about the pictures of the Israelites.

**Answers:**

Answers will vary but may include.

They blew horns, and the walls fell down. They saw the promised land. They had to cross the Jordan River. God gave each tribe its own part of the Promised Land. God gave Israel peace.

## 6A. Choose 1 Verse to Memorize

**A**

“Remember, I commanded you to be strong and brave. Don’t be afraid, because the Lord your God will be with you wherever you go.”

[Joshua 1:9 ERV](#)

**B**

If we are not faithful, he will still be faithful, because he cannot be false to himself.

[2 Timothy 2:13 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**

We must hold on to the hope that we have, never hesitating to tell people about it. We can trust God to do what he has promised.

[Hebrews 10:23 ERV](#)

- Read the next lesson's Bible verses: [Judges 6-8](#) and [1 Samuel 8](#) 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 in 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.

### **Henry's Daily Routine**


My name is Henry. Tomorrow is Monday so I'll get up at 7 o'clock in the morning and take a shower right away. After that, I'll do some exercises and put on my school uniform. Then, I'll prepare my school bag with lunch and my homework. Next, I'll have my breakfast and wait for the school bus. At 8 o'clock, I'll go to school and start my first class of many. After my third class, I'll take my lunch break and eat in the cafeteria with my friends. At around 3:00 in the afternoon, I'll go back home but I won't eat a snack before dinner. Then, my family will have dinner at 6 o'clock and we'll share about our days. Then I'll work on my homework and help my mother in the house. I probably won't have time to watch TV. At 9 o'clock I'll say my prayers, and go to sleep. It'll be a long day for me!

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

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

 **7B.** Answer the questions about Henry's routine.

- A. What is the first thing Henry will do in the morning?
- B. What will he prepare?
- C. Where will Henry eat lunch?
- D. What won't Henry do on Monday?
- E. What is Henry's evening routine?
- F. What is the best part of **your** routine?



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

The learners will read "Henry's daily routine" and answer the questions.

**Answers:**

- A. He'll get up, take a shower.
- B. He'll put his lunch and homework in his school bag.
- C. He will eat in the cafeteria with his friends.
- D. He won't eat a snack or watch TV.
- E. He'll work on his homework, say his prayers and go to sleep.
- F. Answers will vary.



## 8. Write about your routine.



What will you do next week? Example: *On Monday I will dress my kids, comb their hair, and walk them to school.*

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### Homework 8 – Writing

**Model.** Show your own photo and write about it.

Answers will vary.



## 9. Homework – Now I Can...

- I can talk about routine activities.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use the simple future tense and phrasal verbs.
- I can understand what it means to trust God.

### 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](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)

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Bible story and pictures on slides 15-22, and 33 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>