

Teacher's Notes:

Bible Reading: The Deliverers – [Judges 6-8](#); [1 Samuel 8](#)

Pronunciation: /E/ spelled -ey and /f/ spelled ph

Grammar: Adverbs of Frequency and Intensifiers

Preparation:

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring sports items such as a basketball, volleyball, baseball, net, etc.



Pray, Review, and Preview

Bible Reading: The Deliverers – [Judges 6-8](#); [1 Samuel 8](#)

Theme: Sports

Pronunciation: /E/ spelled -ey and /f/ spelled ph

Grammar: Adverbs of Frequency and Intensifiers

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Pray

Pray for the class. You may want to thank the Lord for the gift of sports and active living hobbies.

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 Judges 6-8 and 1 Samuel 1-8 in their native languages in preparation for the lesson.

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



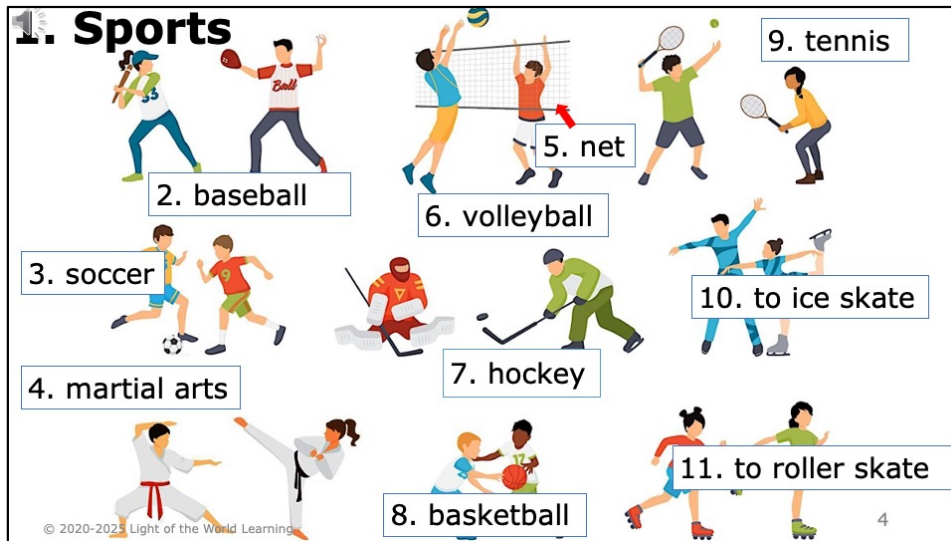
1A. Discuss Theme Picture

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: **baseball, volleyball, tennis, net, soccer, hockey, to ice skate, martial arts, basketball, to roller skate,** etc.

More advanced students can be encouraged to make complete sentences:





They are playing basketball. She is skating. They hit the volleyball over the net.



1B. Show Words for Theme Picture

Go over the words in the picture.
These words can be studied for homework.
Vocabulary practice begins on the next slide.

Listen and repeat.

1	2	3	4
			
table tennis (or ping pong)	volleyball	basketball	hockey
They are playing table tennis.	They play volleyball very well.	They love to play basketball.	The hockey game was exciting.
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2A. Vocabulary

Note: Table tennis is also called **ping pong**.





1. Say the new words in a simple sentence: "This is table tennis." 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, "table tennis, table tennis, table tennis." 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 are playing table tennis."

4. Check students' comprehension by asking direct questions. For example, "What is this?" "Where's the volleyball?" "Is this a basketball?" "What are they doing?"

Listen and repeat.

5 	6 	7 	8 
a net	football (American football)	baseball	cricket
The ball went into the net.	He is throwing the football on the field.	He enjoys playing baseball.	He's playing cricket.

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2B. Vocabulary





Note: In the USA, “football” refers to a popular sport played with a brown oblong ball, and “soccer” is the sport played with a round black and white ball. In most other parts of the world, “soccer” is called “football.”

- 1. Say the new words in a simple sentence:** “This is a net.” 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, “a net, a net, a net.” Have your students then repeat the word after you several times.
- 3. Say the word in the written sentence.** Have students repeat after you each time, “The ball went into the net.”

4. Check students' comprehension by asking direct questions.

For example, "Who is playing today?" "Where did the ball go?" "Is this cricket?"


Listen and repeat.

9	10	11	12
			
to skate	to ski	to surf	to hit
They are roller skating together.	They are skiing on the snow.	They love to surf in the sea.	He hits the ball hard.

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2C. Vocabulary

- 1. Say the new words in a simple sentence:** "This is skating." 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 skate, to skate, to skate. 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 are roller skating together."
- 4. Check students' comprehension by asking direct questions.** For example, "Where are they skating?" "Who's surfing?" "What is this?"

 How often do you _____?

Adverb	Frequency	Answers
always	100%	I always play volleyball at the beach.
usually	80%	
often	70%	
sometimes	50%	
rarely	20%	
never	0%	

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2D. Grammar

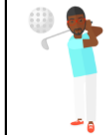
Adverbs of frequency describe how often an action is done. There are six main adverbs of frequency in English: *always*, *usually*, *often*, *sometimes*, *rarely*, and *never*. These are relative and approximate frequencies.

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

Ask students how often they **watch** or **play** different sports. For example, "How often do you play volleyball?"

They should answer truthfully and place the adverb before the main verb: "I **never** watch hockey." "I _____ play _____." Adverbs of frequency may be placed **before** the main verb, but placed **after** helping verbs such as To Be, Can, or Will: I am always joyful. I can usually play ping pong very well.

Intensifiers: Very, Really, So, Too	
Intensifiers	Sentences
Very + -	1. God is always so good.
Really + -	2. I love playing hockey, it's _____ fun.
So + -	3. That basketball player is _____ tall.
Too - (negative only)	4. The weather today is _____ beautiful.
	5. He likes playing ping pong, it's very fast.
	6. I don't like playing ping pong, it's too fast.
	7. I never watch golf, it's _____ boring.



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2E. Grammar

Intensifiers modify an adjective or adverb to make it stronger. Very, Really, and So can have a positive **or** negative connotation. **Too** means more than is wanted; it is only used in a negative sense.

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

Ask students to complete the sentences. Numbers 1, 5, and 6 are examples.

Answers

- 2. very/really/so
- 3. very/really/so
- 4. very/really/so
- 7. too/very/really/so

 Listen and repeat.

A: What are you going to do this weekend?
 B: I'm going to **play ping pong** with **some friends**.
 A: That sounds so **fun**! Do you **always** play **ping pong**?
 B: **Sometimes**. **Often**, we **play football**. What are you doing this weekend?
 A: I'm going to **surf** with **my brother**.
 B: That is really **cool**! Do you **surf very often**?
 A: **Rarely**, but I wish I did it more often.








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3. Conversation:

- 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 watching and listening.**
- 2. Repeat: Say one line at a time and have students repeat until they can be understood.**
- 3. Pair work: Students practice the conversation with a partner.** They also reverse the roles.
- 4. Once students can do both parts, encourage free conversation** (students substitute their own words for the blue words).



Listen and repeat.



1. /E/ spelled -ey	2. /f/ spelled ph	3. Challenge
money	phone	
hockey	photo	
honey	Joseph	
valley	pharmacy	
monkey	dolphin	

- A. Joseph usually has a key to lock the pharmacy.
 B. I have a photo on my phone of my sister playing volleyball.

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4A. Pronunciation - Sound and Spelling

Note: The first picture is a dolphin and the second picture is a monkey.

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

(For example, point to the /E/ and say /E/ /E/ /E/. Then say the sound and quickly read the entire list, pointing to each item as you read it (*money, hockey, honey, valley, monkey*). 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. 
surfs	hockey	volleyball
skis	football	basketball
nets	baseball	cricket bat
skates	cricket	Joshua


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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. Pair work:** Students take turns to practice humming and then pronouncing the words.
- 4. Solo:** Call on individuals to read the entire column of words.

 **The Deliverers**
Judges 6-8; 1 Samuel 8



After Joshua died, the Israelites disobeyed God. They did not obey God's laws, and they did not drive out the rest of the Canaanites from the Promised Land. The Israelites began to worship the Canaanite gods instead of Yahweh, the true God.

The Israelites had no king, so everyone did what they thought was right for themselves. Disobeying God became a pattern for the Israelites and they repeated it many times.

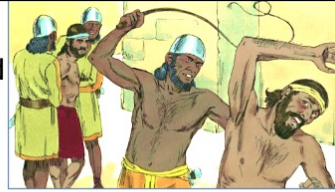
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5A. Bible Reading

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 pattern went like this: the Israelites disobeyed God for several years, then God punished them by letting their enemies defeat them. These enemies stole things, destroyed their land, and killed many of the Israelites.



Then after Israel's enemies punished them for many years, the Israelites repented of their sin and asked God to save them. Each time the Israelites repented, God rescued them. He did this by sending a deliverer — a person to fight against their enemies and defeat them. Then peace returned in the land and the deliverer ruled over them well. God sent many deliverers to rescue the Israelites.

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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 did this again after he allowed a nearby enemy group called the Midianites, to defeat the Israelites. The Midianites took all of the Israelites' crops for seven years. The Israelites were so afraid, they hid in caves. Finally, they cried out to God to save them.



One day, an Israelite man named Gideon was gathering grain in a hidden place so the Midianites would not steal it. The angel of Yahweh came to Gideon and said, "God is with you, brave soldier. Go and save Israel from the Midianites."

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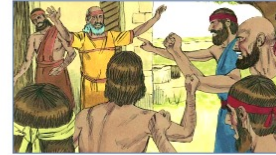
5C. Bible Reading

- 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.

Gideon's father had an altar for an idol. The first thing God told Gideon to do was to pull down that altar. Gideon was afraid of the people, so he waited until night, then he pulled down the altar and broke it to pieces. He built a new altar to God nearby and made an offering to God on it.



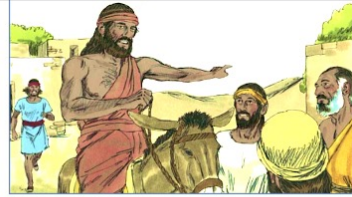
The next morning the people saw that someone had pulled down the altar, and they were very angry. They went to Gideon's house to kill him, but Gideon's father said, "Why are you trying to help your god? If he is a god, let him save himself!" Because he said this, the people did not kill Gideon.



5D. Bible Reading

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

Then the Midianites came again to steal from the Israelites. There were so many of them that they could not be counted. Gideon called the Israelites together to fight the Midianites.



Gideon asked God for two signs so he could be sure that God was really telling him to save Israel. For the first sign, Gideon put a sheepskin on the ground and asked God to let the morning dew fall only on the sheep skin and not on the ground. God did that. The next night, he asked that the ground be wet but the sheepskin dry. God did that, too. Because of these two signs, Gideon believed that God really wanted him to save Israel from the Midianites.

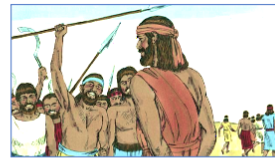
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5E. Bible Reading

- 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.

Gideon called for soldiers to come to him, and 32,000 men came. But God told him this was too many. So, Gideon sent home 22,000 men, all who were afraid to fight. God told Gideon that he still had too many men. So, Gideon sent all of them home except for 300 soldiers.



That night God told Gideon, "Go down to the Midianite camp and listen to them talk. When you hear what they say, you will no longer be afraid to attack them."



So that night, Gideon went to the camp and heard a Midianite soldier telling his friend about a dream he had.

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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 man's friend said, "This dream means that Gideon's army will defeat us, the Midianite army!" When Gideon heard this, he worshiped God.



Then Gideon returned to his soldiers and gave each of them a horn, a clay pot, and a burning torch. They surrounded the camp where the Midianite soldiers were sleeping. Gideon's 300 soldiers had the torches in the pots so the Midianites could not see the light of the torches. Then, all of Gideon's soldiers broke their pots at the same time, revealing the fire of the torches. They blew their horns and shouted, "A sword for Yahweh and for Gideon!"

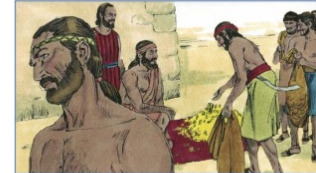
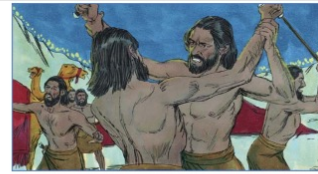


5G. Bible Reading

- 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 confused the Midianites so that they started attacking and killing each other. Immediately, Gideon sent messengers to call many other Israelites to come from their homes and help chase the Midianites. They killed many of them and chased the rest of them out of Israelites' land. God made 120,000 Midianites die that day. This is how God saved Israel.



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.

Then the people wanted to make Gideon their king. Gideon did not let them do this, but he asked them for some of the gold rings that each of them had taken from the Midianites. The people gave Gideon a lot of gold.



Then Gideon used the gold to make an ephod (a piece of clothing priests wore). But the people started worshiping the ephod like an idol. So God punished Israel again because they worshiped idols. God allowed their enemies to defeat them. They finally asked God for help again, and God sent them another deliverer to rescue them.

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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.



This same thing happened many times: the Israelites sinned, God punished them, they repented, and God sent someone to rescue them. Over many years, God sent many deliverers who saved the Israelites from their enemies.

Finally, the people asked God to give them a king like all the other nations had. They wanted a king who was tall and strong, and who could lead them into battle.

God did not like this, but he gave them a king just as they had asked.



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.



Answer the questions.

1. What did God tell the Israelites to do to the Canaanites?
Why?
2. What happened because they disobeyed God?
3. What two signs did Gideon ask from God?
4. Why do you think that God kept helping Israel even when they were unfaithful?
5. Why did Gideon refuse to be a king over the Israelites?
6. What things distract you from worshiping God alone?

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5K. 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. Drive out all the Canaanites. To prevent the Israelites from turning from him to worship Canaanite idols.
2. They turned away from God. God punished the Israelites. God allowed their enemies to conquer and rule over them
3. First, God would let dew fall on the sheepskin only and not the ground. Second, God would let dew fall on the ground only and not the sheepskin.
4. They repented, and he accepts repentance. He accepts them because of His love and compassion.

Answers will vary for questions 5 and 6



Listen and answer the questions.

1. Where is the zoo?
2. What will Abbey bring?
3. Why will the students get lots of exercise?
4. Which animals does Abbey want to take photos of?
5. What does Abbey want to be someday?



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6A. Activities – Listening /E/ spelled ey and /f/ spelled ph

Read the following script about Abbey's trip to the zoo at least twice as students listen and write their answers to the questions. Students should NOT read the script.

"Our photography class is taking a trip to the zoo in Phoenix next week. We are very excited! We have to leave really early. The trip will be a short journey. Before we board the bus, our teacher will take a class photo. We can dress casually and wear comfortable shoes and jeans. Last week, the teacher gave all of us a map of the zoo exhibits so we could plan our day. We need to take many photographs. It is a big zoo with hills and valleys, so we'll get lots of physical exercise. I have to remember to bring my phone, keys, money to pay for the ticket, and a camera to take photos. When we arrive I will buy a sandwich and a bag of honey-flavored peanuts for my lunch. The zoo has a schedule of feeding times for the animals, but visitors are not allowed to feed the animals. Someday I hope to become a professional photographer, so I often practice taking photos. I want to get really good pictures of a dolphin and a monkey that day. It's always so fun to visit the zoo!"

Answers

1. In Phoenix.
2. A phone, money, and a camera to take photos
3. It is a big zoo with lots of hills and valleys.
4. A dolphin, and a monkey
5. A photographer

 **Write questions and ask your partner.**

How often do you...	Answers (Always, usually, often, sometimes, rarely, never)
1. play <u>basketball</u> ?	I never play basketball. I prefer cricket.
2. listen to _____	
3. practice _____	
4. watch _____	
5. feel very _____	
6. _____ really fast	
7. _____ too _____	

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6B. Activities – Pair work

First, ask students to complete writing the questions with their own words. Be sure they put a question mark at the end. Then each student will interview a partner and write their partners answers. Number 1 is an example.

Check answers for correct grammar and punctuation.

- Questions and answers will vary but may include:
- 2. listen to sports on the radio?
 - 3. practice speaking English?
 - 4. watch football games?
 - 5. feel very afraid?
 - 6. run really fast?
 - 7. wake up too late?



Game – Sports Charades

Act out the vocabulary words.



7. Game

Charades: Each student takes turns acting out various vocabulary words. The person who guesses the most correctly is the winner.

Give each student a sheet of paper with 5 different sports phrases selected from this lesson and previous lessons. If you are teaching online, use the chat box to send different vocabulary words to each student. Phrases may include:







Hit a baseball
Play hockey
Throw a football
Surf in the ocean
Skate on ice
Throw a cricket ball
Throw a basketball through the net
Hit a cricket ball
Hit a volleyball over the net
Ski down a mountain
Catch a baseball
Hit a ping pong ball
Ride a horse
Sail a boat
Kick a soccer ball
Swim

1. Model: Act out a couple of the vocabulary words and have the students guess the word.

2. Repeat: Students act out the gestures with you.

3. Solo: Have the students act out the words you have given them, and others guess what the words are.

1A. Homework – Write about the pictures using adverbs of frequency.

<p>1</p> 	<p>I always play table tennis with my sister when we're at home together.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	<p>27</p>

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

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

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

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

Number one is an example.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, use an adverb of frequency and use the following words:

2. volleyball
3. basketball
4. hockey
5. a net
6. football (American)

1B. Homework – Write about the pictures using intensifiers.

7 	My friend plays baseball very well.	10 	
8 		11 	
9 		12 	

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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 an intensifier, and use the following words:

- 7. baseball
- 8. to surf
- 9. to skate
- 10. to ski
- 11. cricket
- 12. to hit

2A. Rewrite each sentence with an adverb.

often **never** **rarely** **sometimes** **usually** **always**

- A. He plays football **only once a year**. He **rarely** plays football.
- B. I skate **every day**.
- C. **Once a week** we hit some tennis balls.
- D. We play hockey **on weekdays**.
- E. I skied **zero times** last year.
- F. **Every night** we play ping pong.
- G. He surfs **three times a week**.

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Homework 2A – Grammar and Vocabulary Review

Adverbs of Frequency

Students will write new sentences by replacing the bolded words with the correct adverbs of frequency before the verb.

Answers will vary but may include:

- B. I **always** skate.
- C. We **sometimes** hit some tennis balls.
- D. We **usually** play hockey.
- E. I **never** skied last year.
- F. We **always** play ping pong.
- G. He **often** surfs.

2B. Use intensifiers to write sentences.

very **really** **too** **so** **cool** **warm** **late** **wet**

afraid **dry** **lonely** **early** **strong** **brave** **tall**

1. Gideon felt **very afraid** but God helped him be **really brave**.

2.

3.

4.

5.

6.

7.

8.

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Homework 2B – Grammar and Vocabulary Review

Intensifiers

Students will write sentences about any topic they choose using the boxed words. The black and green words are intensifiers, the blue and white words are adjectives. The first sentence is an example.

Answers will vary but should use at least one intensifier in each sentence.

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

Questions	Answers
1. Where do you <u>play basketball</u> ?	I sometimes play at school.
2. _____ cricket	
3. _____ football	
4. _____ usually _____	
5. _____ hit _____	
6. _____ a net _____	
7. _____ very _____	

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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 often play cricket?
3. Who is your favorite football player?
4. When do you usually do something active?
5. Can you hit a volleyball really hard?
6. Do you play sports using a net?
7. When is God very good to you?

 **4. Answer and say the sentences. Mark the /ey/ and /ph/ sounds.**

A. Who do you talk to on the ph one?	I talk to my mother on the ph one.
B. Do you see donkeys or dolphins?	
C. What do you need a key for?	
D. Do you like to take photos?	
E. Do you like honey in your tea?	
F. Who was the Pharoah?	
G. Do you like hockey or volleyball?	

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

This homework practices writing, spelling, and pronouncing the /E/ spelled **ey** and /f/ spelled **ph** sounds.

Answers will vary. Learners should mark the following sounds:

- A. Who do you talk to on the **ph**one?
- B. Do you see don**key**s or dol**ph**ins?
- C. What do you need a **key** for?
- D. Do you like to take **ph**otos?
- E. Do you like hon**ey** in your tea?
- F. Who was the **Ph**aroah?
- G. Do you like hock**ey** or vol**l**eyball?



5. Bible Review – Write about Gideon.

Who was Gideon? What did God want him to do? How are you like Gideon? How are you different from him?

Gideon was

God wanted him to

So Gideon

Then Gideon

I am like Gideon because

I am different from him because

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Homework 5. – Bible Reading Review

Students will write about the Bible story using their own words.

6A. Choose 1 Verse to Memorize

A "The Lord turned toward Gideon and said, "Then use your great power and go save the Israelites from the Midianites. I am sending you to save them."

[Judges 6:14 ERV](#)

B "You men surround the enemy camp. I and all the men with me will blow our trumpets. When we blow our trumpets, you blow your trumpets too. Then shout these words: 'For the Lord and for Gideon!' "

[Judges 7:18 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.** Choose 1 verse to memorize and read the next verses.

C

"I always remember your faithful love. I depend on your faithfulness."

[Psalm 26:3 ERV](#)

- Read the next lesson's Bible verses: [1 Samuel 10; 15-19; 24; 31](#), and [2 Samuel 5; 7; 11-12](#) 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.

The Olympic Games

Every four years, the best athletes from around the world compete in the Olympic Games, also known as the Olympics.

The tradition of these games began thousands of years ago in Greece. Now they are hosted in different countries. The Summer Olympics is held two years before the Winter Olympics. Although only a few people are good enough to qualify for the Olympic teams, millions of people watch the games and cheer for the players. The Olympic motto is "Faster, Stronger, Higher."



The Winter Olympics always has ice and snow sports such as hockey, skiing and ice skating. The Summer Olympics has sports like volleyball, basketball, table tennis, gymnastics and swimming. Players usually practice for many years for the chance to compete and win. The winners receive gold medals and bring honor to their countries. It's really exciting to watch the games!



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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 the Olympics. 

- A. Why do athletes compete in the Olympics?
- B. When and where did the Olympics start?
- C. Why do people like to watch the games?
- D. What is the difference between the Summer and Winter Olympics?
- E. Why do you think the motto is "Faster, Stronger, Higher"?
- F. Which Olympic events would you like to watch? Why?

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Homework 7B. – Everyday Reading and Writing

The learners will read the Olympic article and answer the questions.

Answers will vary but may include:

- A. Athletes want to win gold medals. They want to bring honor to their countries.
- B. The games started thousands of years ago in Greece.
- C. It's very exciting to watch the games.
- D. The Winter Olympics have snow and ice sports. The Summer Olympics have other sports.
- E. Because the athletes want to be faster, stronger and higher.
- F. Answers will vary.




9. Homework – Now I Can...

- I can talk about sports.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use “always, usually, often, sometimes, rarely, never” to tell how frequently I do something.
- I can understand the faithfulness of 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 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 13-22, adapted from the original work by unfoldingWord available from <https://openbiblestories.org>