



Teacher's Notes:

Bible Reading: God's Covenant with David – 1 Samuel 10; 15-19; 24; 31; 2 Samuel 5; 7; 11-12

Theme: Leisure Activities

Pronunciation: /s/ and /k/ spelled with c

Grammar: Love/like/enjoy/prefer/hate + verb + ing

Preparation:

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring different types of games and movies. Bring camping, fishing, and hiking gear.



Pray, Review, and Preview

Bible Reading: God's Covenant with David – [1 Samuel 10; 15-19; 24; 31; 2 Samuel 5; 7; 11-12](#)

Theme: Leisure Activities

Pronunciation: /s/ and /k/ spelled with c

Grammar: Love/like/enjoy/prefer/hate + verb + ing

© 2022-2025 Light of the World Learning

2

Pray

Pray for the class. You may want to thank the Lord for rest, and the beauty of his creation.

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 1 Samuel 10; 15-19; 24; 31; 2 Samuel 5; 7; 11-12 in their native languages in preparation for the unit.

Review the main points of the previous unit 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: **apple trees, people, fishing, camping, hiking, tent, fishing pole, fire, guitar, reading, etc.**

More advanced students can be encouraged to make complete sentences:

People are fishing and hiking. They are camping.







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 game	a movie	an apple	a tent
They love playing board games.	We like watching movies.	We pick apples from the tree.	We sleep in tents when we're camping.

© 2022-2025 Light of the World Learning 5

2A. Vocabulary





1. Say the new words in a simple sentence: "This is a game." 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 game, a game, a game." Have your students then repeat the word after you several times.

3. Say the word in the same sentence again. Have students repeat after you each time, "They love playing board games."

4. Check students' comprehension by asking direct questions. "Where is the tent?" "What games do you play?" "What movies do you like?"

Listen and repeat.

5 	6 	7 	8 
a sleeping bag	a fishing pole	to canoe	to fish
We sleep in sleeping bags.	I use a fishing pole to fish.	He loves canoeing.	I like fishing.

© 2022-2025 Light of the World Learning 6

2B. Vocabulary

1. Say the new words in a simple sentence: "This is a sleeping bag." 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 sleeping bag, a sleeping bag, a sleeping bag." Have your students then repeat the word after you several times.

3. Say the word in the same sentence again. Have students repeat after you each time, "We sleep in sleeping bags."

4. Check students' comprehension by asking direct questions. "Do you like fishing?" "Where is the sleeping bag?" "What is he doing?"

Listen and repeat.

9 	10 	11 	12 
to hike	to camp	to enjoy	to hate
He hikes in the mountains.	We will camp in the forest.	He enjoys hiking.	She hates hiking.

© 2022-2025 Light of the World Learning

2C. Vocabulary

- 1. Say the new words in a simple sentence:** "This is someone hiking." 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 picture. For example, say, "to hike, to hike, to hike." Have your students then repeat the word after you several times.
- 3. Say the word in the same sentence again.** Have students repeat after you each time, "He hikes in the mountains."
- 4. Check students' comprehension by asking direct questions.** "Does she like hiking?" "Is this person happy?" "What do you enjoy?"

Love, Like, Hate, Enjoy, Prefer + Verb + ing	
1	I like hik ing , but I prefer canoe ing .
2	We don't enjoy pick ing apples, but we like eat ing them!
3	They love watch ing movies and play ing ping pong.
4	She hates play ing games, but she enjoys cycl ing .
5	I prefer sleep ing in a bed; I hate sleep ing in a tent.
6	He really enjoys camp ing , and he loves fish ing .
7	He doesn't like swim ing ; he prefers canoe ing on the lake.
© 2022-2025 Light of the World Learning 8	

2D. Grammar

Love/like/hate/enjoy/prefer + verb + ing

We often follow the words *love*, *like*, *hate*, *enjoy*, and *prefer* with an *-ing* form of the verb. This is sometimes called the gerund form. We can also use the "to" form, which is also called the infinitive form (I like to hike).

Note: "Like" and "love" stay in their base forms (not "liking" and "loving"). The verb after "like" or "love" adds an "ing" to the end.
Example: I like fishing.

Spoken English usually uses the contraction forms. Written English usually uses the full forms. Spoken: "I don't like hiking." or "He doesn't enjoy camping."

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

Complete the sentences.

	Subject	Love/Like/Hate/ Enjoy/Prefer	Verb + ing
1	My friend	likes	cooking and hiking.
2	I		
3	He		
4		doesn't _____	
5			fishing.
6	You and I	don't _____	
7			playing games.
8		prefer	

© 2022-2025 Light of the World Learning 9

2E. Grammar

Love/like/hate/enjoy/prefer + verb + ing

Have students complete the sentences in the table. Number one is an example.

Answers will vary but may include:

- 2. I enjoy canoeing in the river.
- 3. He prefers fishing with a net instead of a fishing pole.
- 4. My teacher doesn't like camping.
- 5. We love fishing.
- 6. You and I don't enjoy hiking in the desert.
- 7. Joe hates playing games.
- 8. I prefer speaking English at work.



Listen and repeat.



A: Hey, **Paul!** What do you like to do in the summer?

B: I enjoy **fishing with my grandpa. We fish with nets and poles.** What about you?

A: I like **going on vacation with my family.**

B: What are you going to do **on vacation?**

A: I hope to do a lot of things. I love **hiking, and camping.**

B: Nice! Do you like **playing games?**

A: No, I hate **playing games!** I prefer **watching funny movies.** I like **watching them in the cinema or on my phone.**

© 2022-2025 Light of the World Learning

10

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 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).

We usually pronounce **C** as /s/ before E, I, or Y; and as /k/ elsewhere.

1. /s/ spelled c	2. /k/ spelled c	3. Challenge
city	cat	
pharmacy	cold	
face	cut	
rice	close	
pencil	music	

- A. I love camping with my cat, if it's not cold.
 B. I hate riding my bicycle in the city because of the traffic.

© 2022-2025 Light of the World Learning

11

4A. Pronunciation – Sound and Spelling


Note: The letter C is usually pronounced as /s/ in front of the letters E, I, and Y. This is also called the soft C sound. C is pronounced as /k/ in front of most other letters (except H), and at the end of words. This is called the hard C sound.

1. Model: Say the sound several times while pointing to it. (For example, point to the /s/ and say /s/ /s/ /s/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/s/, city, pharmacy, face, rice, pencil). 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 unit that is challenging for your particular students to pronounce. Use words from previous units, and from parts 1 and 2 of this unit to make a group of 3-5 words. You may repeat the same challenging sounds in several units. Students need a lot of practice on sounds that do not exist in their first language.

 Listen and repeat.

A. — —	B. — —	C. — —
sleeping bag	movie	I love it!
fishing pole	camping	He likes it.
camping trip	hiking	canoeing
hiking shoes	apple	We're fishing.

© 2022-2025 Light of the World Learning 12

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 David. [1 Samuel 10](#); [15-19](#); [24](#); [31](#); [2 Samuel 5](#); [7](#); [11-12](#)



Saul was the first king of Israel. He was tall and handsome, just as the people wanted. Saul was a good king for the first few years that he ruled over Israel. But then he became a very bad man who did not obey God, so God chose a young Israelite named David and prepared him to become king after Saul. David was a shepherd from the town of Bethlehem. He loved playing music, singing, and writing songs.



© 2022-2025 Light of the World Learning

13

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.

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

David was a humble and righteous man who trusted and obeyed God. He was also brave. At different times, David killed both a lion and a bear that attacked his father's sheep while David was watching them.



When David was still a young man, he fought against a giant named Goliath. Goliath was a very good soldier. He was very strong and about three meters tall! But God helped David to kill him and save Israel.

After that, David won many victories over Israel's enemies. David became a great soldier, and he led Israel's army in many battles. The people praised him very much. The people loved David so much that King Saul became jealous of him.

14

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.

Saul wanted to kill him, so David ran away into the wilderness to hide from Saul and his soldiers. One day when Saul and his soldiers were looking for David, Saul went into a cave. David was hiding in the cave, but Saul did not see him. David went up very close behind Saul and cut off a piece of his clothing. Later, after Saul left the cave, David shouted to him to look at the cloth he was holding. In this way, Saul knew that David refused to kill him to become king.

Some time later, Saul died in battle, and David became king of Israel. David was a good king, and the people loved him. God blessed him and made him successful. He fought many battles, and God helped him defeat Israel's enemies.



© 2022-2025 Light of the World Learning

15

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.



David conquered the city of Jerusalem and made it his capital city, where he lived and ruled. David was king for 40 years. During this time, Israel became powerful and rich.



For about 400 years, the people had worshipped God and offered sacrifices to him at the Tent of Meeting that Moses made. David now wanted to build a big temple where all the Israelites could worship God and offer him sacrifices. But there was a prophet named Nathan. God sent him to tell David this: "You have fought in many wars, so you will not build this temple for me. Your son will build it. But still, I will greatly bless you. One of your descendants will rule as king over my people forever!"

© 2022-2025 Light of the World Learning

16

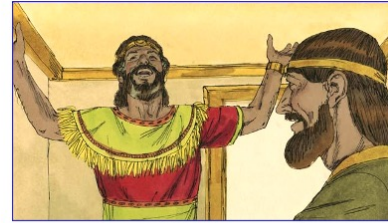
5D. Bible Reading

- 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.

The only descendant of David who could rule forever was the Messiah. The Messiah was God's Chosen One who would save the people of the world from their sin.

When David heard Nathan's message, he thanked God and praised him. God was honoring him and giving him many blessings.

Of course, David did not know when God would do these things. We know now that the Israelites had to wait a long time before the Messiah came—almost 1,000 years.



© 2022-2025 Light of the World Learning

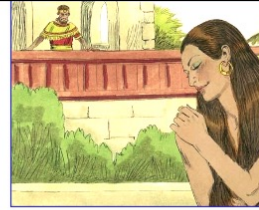
17

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.

David ruled his people justly for many years. He obeyed God faithfully, and God blessed him. However, in his later years, he sinned greatly against God.

One day, David looked out from his palace and saw a beautiful woman bathing. He did not know her, but he found out that her name was Bathsheba. Instead of looking away, David sent someone to bring her to him. He slept with her and sent her back home. A short time later, Bathsheba sent a message to David saying that she was pregnant.



© 2022-2025 Light of the World Learning

18

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.

Bathsheba's husband was a man named Uriah. He was one of David's best soldiers. He was away fighting in a war at this time. David called Uriah back from the battle and told him to go and be with his wife.



But Uriah refused to go home while the rest of the soldiers were in battle. So David sent Uriah back to the battle where the enemy was the strongest so that he would be killed. Because of David's orders, Uriah died in battle.

Then David married Bathsheba. Later, she gave birth to David's son. God was very angry about what David had done, so he sent the prophet Nathan to tell David how evil his sin was.

© 2022-2025 Light of the World Learning

19

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.

David repented of his sin and God forgave him. For the rest of his life, David followed and obeyed God, even in difficult times.

But David and Bathsheba's first baby boy died. That was how God punished David. Also, some members of his own family turned against him, and David lost much power. But God was faithful and still did what he had promised David he would do for him, even though David disobeyed him.

Later, David and Bathsheba had another son, and they named him Solomon.



© 2022-2025 Light of the World Learning

20

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.



Answer the questions.

1. Who was the young man God prepared to become king?
2. What is one good thing David did?
3. What is one bad thing David did?
4. Why did God keep his promise with David even though David did bad things?
5. What can we learn about God's character from David's punishment?
6. How is your life like David's life?

© 2022-2025 Light of the World Learning

21

5I. 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 answers.

Answers:

1. David.
2. Answers will vary. One answer is that David did not kill King Saul.
3. He slept with Bathsheba and sent her husband, Uriah, to be killed.
4. Because God is faithful to his promises even when we are not faithful.
5. God is a just God.
6. Answers will vary.



Listen and answer.



1. What is the name of the camp?
2. Where can people stay if they don't like sleeping in tents?
3. Where are the ten hiking trails?
4. Where can you get a map of the trails?
5. What can campers do at the lake?
6. When do some of the campers watch movies?
7. What do some of the campers like to play?

© 2022-2025 Light of the World Learning

222

6A. Activities – Listening to words with C spelled /k/ or /s/

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

“Welcome to Calm Waters Camp! This is a beautiful place to relax and enjoy your vacation. We’re sure you will love your time here! If you enjoy sleeping in tents, you will love our campsite! If you don’t like sleeping in tents, you can stay in one of our clean, comfortable cabins. During the day, you’ll love seeing the forest, lake and mountain. If you like hiking, you can explore our ten hiking trails on Ice Mountain—be sure to bring good shoes and a water bottle! It’s a lot of exercise! You can get a map of the trails at our office. If you prefer swimming, canoeing, and fishing, you can spend your day at Lake Peaceful. If you want to fish, be sure to bring your fishing pole. Our campers also love riding their bicycles, picking apples in the nearby orchard, and relaxing. In the evening, some of our campers enjoy sitting by the campfire or watching movies while they rest in their sleeping bags. Other campers prefer playing card games and board games. Whatever you choose to do during your time here, we hope you enjoy your stay!”

Answers: 1. Calm Waters Camp. 2. In one of the clean, comfortable cabins. 3. On Ice Mountain. 4. At our office 5. They can go swimming, canoeing or fishing. 6. In the evening. 7. Card games and board games.

Pair work A: Ask Partner B about the 3 men to complete chart.

His name	Enjoys	Hates
Joe		
	canoeing and	
		hiking and

The illustration shows three pairs of women, each with a thought bubble containing icons for different activities. Sarah's bubble shows fishing and canoeing. Cathy's bubble shows hiking and canoeing. Jenny's bubble shows camping and watching movies.

© 2022-2025 Learning

6B. Activities – Pair work Partner A

Instructions: Students will work in pairs. Partner A has slide 23 and Partner B has slide 24. Each partner has different pictures showing which activities different people enjoy and hate. They may not look at each other's pictures. Partner A will ask questions about the men (e.g., "Who enjoys hiking?" "What else does Joe enjoy?") which Partner B will answer. Partner A will complete the chart on this slide by filling in the correct answers.

Answers:

Joe enjoys fishing and watching movies. He hates camping and playing games.
 Sam enjoys hiking and canoeing. He hates fishing and watching movies.
 Tom enjoys camping and playing games. He hates hiking and fishing.

Pair work B: Ask Partner A about the 3 women to complete chart.

Her name	Enjoys	Hates
Cathy		
	fishing and	
		playing games and

© zuzz-2025 Light of the World Learning

6B. Activities – Pair work Partner B

Instructions: Students will work in pairs. Partner A has slide 23 and Partner B has slide 24. Each partner has different pictures showing which activities different people enjoy and hate. They may not look at each other's pictures.

Partner B will ask questions about the women (e.g., "Who enjoys fishing?" "What else does Cathy enjoy?") which Partner A will answer. Partner B will complete the chart on this slide by filling in the correct answers.

Answers:

Cathy enjoys hiking and canoeing. She hates fishing and camping.
 Sarah enjoys fishing and canoeing. She hates hiking and camping.
 Jenny enjoys camping and fishing. She hates playing games and watching movies.



Song—Rivers, Clap Your Hands!

Psalm [96](#) & [98](#)

Sing a new song to the Lord,
For he does amazing things.
Let the forests shout for joy.
Let the earth and heavens sing!



Rivers, clap your hands.
Mountains, all sing out.
All together now,
Let us sing and shout! (x2)

All sea creatures, leap and dance.
Meadow flowers, praise our king.
Hills and valleys, jump with joy,
For our Lord made everything!

© 2022-2025 Light of the World Learning

25

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.

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 using -ing words.

<p>1</p> 	<p>My friends like playing card games at my house on weekends.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	

© 2022-2025 Light of the World Learning 26

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.

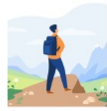





Solo. Students will share their homework when they are finished. After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement. Number one is an example.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, and use -ing and a form of **the following vocabulary words:**

- 2. canoe
- 3. enjoy

4. hate
5. movie
6. apple

1B Homework – Write about the pictures using –ing words.

7 		10 	
8 		11 	
9 		12 	

© 2022-2025 Light of the World Learning 27

Homework 1B. – 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 may vary, but will start with a capital letter, have a punctuation mark at the end, and use –ing and a form of **the following vocabulary words:**

- 7. hike
- 8. fish
- 9. tent

10. camp
11. sleeping bag
12. fishing pole



2. Which do you enjoy and why?

- A. Cycling or hiking? I prefer cycling because it's faster and fun.
- B. Fishing or eating fish?
- C. Eating apples or oranges?
- D. Watching movies or the news?
- E. Sleeping in a bed or a bag?
- F. Fishing with a pole or a net?
- G. Canoeing or swimming?
- H. Singing or dancing?

© 2022-2025 Light of the World Learning

28

Homework 2 – Grammar and Vocabulary Review

Love/like/enjoy/hate/prefer + verb + ing

Students will answer the questions based on their own preferences. Answers will vary but should start with a capital letter, end with a punctuation mark and have correct spelling and grammar. Letter A is an example.

3. Write questions and ask your partner.

Questions	Answers
1. What do <u>you like to do?</u>	I like hiking.
2. ____love ____	
3. What _____	
4. Who likes _____	
5. Where do you enjoy _____	
6. Do you _____	
7. _____ prefer _____	

© 2022-2025 Light of the World Learning

29

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 does your friend love doing?
3. What do you hate doing?
4. Who likes fishing?
5. Where do you enjoy camping?
6. Do you hate hiking?
7. What do you prefer doing in summer?

5. Write about King David's life.



King David was a shepherd from the town of Bethlehem.

He was

He liked to

One time he

Another time he

King Saul was

Goliath was

Nathan told David

Bathsheba was

Uriah was

Solomon was

Homework 5. – Bible Reading Review

Students will use the prompts to help them write a one-paragraph summary of the Bible story.

Answers will vary. Possible answers may include:

King David was a shepherd from the town of Bethlehem. He was brave and righteous. He liked to sing and play music. One time he killed a lion that tried to attack the sheep. Another time he followed King Saul into a cave and cut off part of his robe. King Saul was tall and handsome but he did not always obey God. Goliath was very big and fought against David, but David won. Nathan told David that his son would build the temple and also told him later that he had sinned. Bathsheba was a married woman whom David saw bathing and he slept with her. Uriah was Bathsheba's husband and David sent him into battle to be killed. Solomon was the son of David and Bathsheba.

6A. Choose 1 verse to memorize.

- A** [Matthew 15:22a](#) (ERV)
A Canaanite woman from that area came out and began shouting, “Lord, Son of David, please help me!”
- B** [Psalm 51:2](#) (ERV)
Scrub away my guilt.
Wash me clean from my sin.

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 [2 Samuel 7:12](#) (ERV)
When your life is finished, you will die and be buried with your ancestors. But then I will make one of your own children become the king.

Read the next unit's Bible verses: [1 Kings 1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [11](#), [12](#) in your language.

Homework 6B. – Memorize a verse and read the next unit'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 unit. 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 – Enjoying God’s Creation

Many people enjoy hiking, camping, fishing, and spending time outdoors in God’s creation. Whether you’re walking by a meadow or a mountain, a forest or a desert, God is there with you. Your walk through nature can be a walk with God as well. Take this time to talk to God and thank Him for the many blessings you enjoy.

Pay attention to the beauty around you, the sky, plants, and animals. God made nature and it reflects his glory. The Bible also reflects God's glory. Both nature and Scripture show God’s wonderful creativity.

On a hike, you may face problems such as storms, wild animals, falling, or getting lost. But God has the power to help you whether you are hiking, or doing anything else in life. Remember that God promises to always be with you, leading you and caring for you.

Be sure to take time out to rest and relax every week. Taking a break helps you to focus on God’s love, peace, and presence with you.

© 2022-2025 Light of the World Learning

34

Homework 7A. – Everyday Reading and Writing

Students will read ‘Enjoying God’s Creation’ and answer the questions on the next slide.

7B. Answer the questions



- A. What do many people enjoy?
- B. When can you talk to God?
- C. What beauty is around us in nature?
- D. What problems can you have hiking?
- E. What can you do when you have problems in life?
- F. What are some of the blessings you thank God for?

© 2022-2025 Light of the World Learning

35

Homework 7B. – Everyday Reading and Writing

After reading 'Enjoying God's Creation' on the previous slide, students will answer the questions.

Answers will vary but may include:

- A. They enjoy spending time outdoors. They enjoy hiking, camping, and fishing.
- B. I can talk to God as I hike in nature.
- C. I see beauty in the mountains and forests. I see beauty in the plants and animals.
- D. Storms, wild animals, falling or getting lost are some problems.
- D. I can remember I am not alone. God is always with me.
- E. Answers will vary.

8. Writing

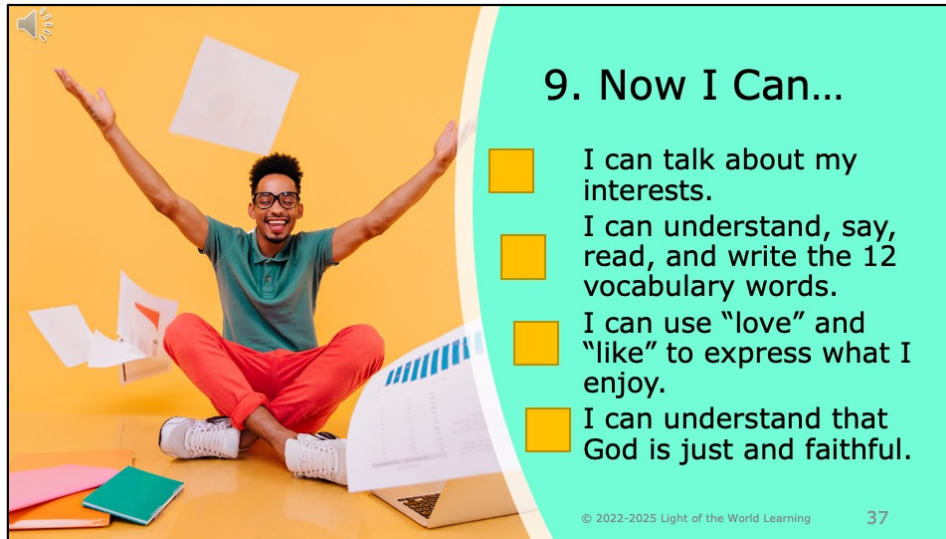
Write a paragraph about something you enjoy, hate, or love.
Explain why you feel this way.

I _____ because

Homework 8. – Writing

Model. Write something about yourself. For example: I love hiking in nature because it is very peaceful and quiet. I take a long hike every day when the weather is good. I love seeing the birds, squirrels and deer in the park.

Answers will vary.



9. Now I Can...


- I can talk about my interests.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use "love" and "like" to express what I enjoy.
- I can understand that God is just and faithful.

© 2022-2025 Light of the World Learning 37

Homework 9. – I can statements

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

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



Closing Prayer

© 2022-2025 Light of the World Learning 38

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

Acknowledgements

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

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

Bible story and pictures on slides 13-20 and 31 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>