

Teacher's Notes:

Bible Reading: The Divided Kingdom – 1 Kings chapters 1, 2, 3, 4, 5, 6, 11, 12

Theme: Social Gatherings

Pronunciation: /j/ and /g/

Grammar: Prepositions of time on/at/in; **Conjunctions** and, or, but, so, then, because

Preparation:

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring food, ice, a garbage bin, etc.



Pray, Review, and Preview

Bible Reading: The Divided Kingdom – 1 Kings [1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [11](#), [12](#)

Theme: Social Events

Pronunciation: /j/ spelled ge, gi, gy and /g/

Grammar: Prepositions of time: on/at/in;

Conjunctions: and, or, but, so, then, because

Pray

Pray for the class. You may want to thank the Lord for other people and for the time we can spend with them.

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 Kings chapters 1, 2, 3, 4, 5, 6, 11, and 12 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: **people, a yard, grass, chips, ice cream, a dog, food, men, a guitar**, etc.

More advanced students can be encouraged to make complete sentences:

They are eating fruit. The dog is playing. There is food on the blanket.








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 barbeque	cheese	a mushroom	ice
We're having a barbeque.	Cheese is my favorite food!	Do you eat mushrooms?	I like ice in my drink.
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2A. Vocabulary

Note: Students may have a hard time pronouncing "barbeque." Make sure to spell/sound it out for them syllable by syllable. In this context, ice is frozen as small pieces and put into a drink, but the word also refers to water frozen outside in the winter.

1. Say the new words in a simple sentence: *This is a barbeque.* 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 barbeque, a barbeque, a barbeque.* 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, *We're having a barbeque.*

4. Check students' comprehension by asking direct questions.

For example, *What is this? Do you eat cheese and mushrooms?*

Where is the ice?

 Listen and repeat.

5	6	7	8
			
a sandwich	garbage/trash	a grape	a chip
I love cheese sandwiches.	He takes out the garbage.	Grapes are tasty.	Does he want chips, too?

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2B. Vocabulary





Note: Grapes and chips are typically talked about together as a group rather than a singular object. For example, "I love grapes!" Not "I love a grape." Chips can refer to potato or tortilla crisps, or French fries depending on the region.

- 1. Say the new words in a simple sentence:** "This is a sandwich." 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 sandwich, a sandwich, a sandwich*. 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 love cheese sandwiches."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where are the grapes? What kind of sandwiches do you like?*

Listen and repeat.

9 	10 	11 	12 
olive oil	ice cream	inside	outside
We cook with olive oil.	Ice cream is cold and sweet.	We drank tea inside today.	It's snowing outside.

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2C. Vocabulary

Note: It may be helpful to talk about “inside” and “outside” as compound words.

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

3. Say the word in the written sentence again. Have students repeat after you each time, *We cook with olive oil.*

4. Check students’ comprehension by asking direct questions. For example, *What is this? Where is the ice cream? Are you inside or*

outside now?



Prepositions of Time

Preposition and Use		Sentences
in	years - 2019 seasons - spring months - May "the morning" "the afternoon" "the evening"	1. He was born in 1994. 2. We visited ___ the spring. 3. Let's have a barbeque ___ July. 4. The party is on Monday ___ 7:30. 5. Come over ___ May 5 th ___ 4:00.
on	days - Friday dates - 5/12/21	6. Let's meet at 9:00 ___ night. 7. I like to go outside ___ the evening.
at	hours - 12:00 "night"	8. We stay inside ___ the winter. 9. My birthday is ___ the 7 th of May.

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8

2D. Grammar

Prepositions of Time: In, on, at

Model, Repeat, and Solo the forms shown on the chart. Then have students fill in the blanks with the correct prepositions.

Answers:

1. He was born **in** 1994.
2. We visited **in** the spring.
3. Let's have a barbeque **in** July.
4. The party is **on** Monday **at** 7:30.
5. Come over **on** May 5th **at** 4:00.
6. Let's meet **at** 9:00 **at** night.
7. I like to go outside **in** the evening.
8. We stay inside **in** the winter.
9. My birthday is **on** the 7th of May.



Conjunctions

Conjunction and Use		Examples
and	To add more things to a list.	We ate cheese and chips.
or	To give two or more different options	Do you want to go outside or stay inside tomorrow?
but	To give an objection or another opinion	I like most vegetables, but I don't like mushrooms.
so	To give a conclusion	There's ice on the road, so I don't want to drive.

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9

2E. Grammar

Conjunctions

Note: Properly, conjunctions go in the middle of a sentence, starting a new clause. For example: "Today I went outside **and ate mushrooms**." The second part of the sentence is not needed, but adds more information.

In informal conversations, these words are often used to give a person time to think and are prolonged or followed by a pause.

In formal written English, sentences should not start with a conjunction.

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



Conjunctions

Conjunction and Use		Examples
then	To tell what happened after something else or because of something else	We went to the park, then we ate cheese pizza. If she sleeps well, then she will feel better.
because	To give reasons	The boy is sad because his ice cream melted. I can't go to the barbeque because it's too late.

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10

2F. Grammar - Conjunctions

Note: In formal written English, sentences should not start with a conjunction, but in spoken English or informal writing they sometimes do start a sentence.

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



Listen and repeat.

A: Hey! Did you hear about **George's** party?

B: Yes, **he** invited me. Are you going?

A: Of course! I hear there will be a

barbeque. We are supposed to bring a side dish or dessert.

B: Hmm... maybe I'll bring **chips** or **grapes**. What are you bringing?

A: Maybe some **ice cream**. It was so nice of **him** to invite us.

B: It was. I hope it **doesn't rain**. If it **rains**, then we'll have to **have the party inside**.

A: Yeah. I'd like to chat more, but I need to go home now and **take out the garbage**. See you at the party!



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11

3A. 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).



Two Pronunciations of the letter G.

1. /j/ Soft G spelled ge, gi, gy	2. /g/ Hard G spelled g + other letters	3. Challenge
garbage	garbage	
giant	golf	
engineer	ugly	
gym	gum	
angel	big	

- A. The engineer likes to golf and go to the gym.
 B. The garbage can is big and ugly.

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12

4A. Pronunciation – Sound and Spelling



Note: The letter “G” is often pronounced /j/ (Soft G) when it is spelled **ge, gi** or **gy**. It is often pronounced /g/ (Hard G) when followed by other letters, or as the final letter of a word.

1. Model: Say the sound several times while pointing to it. (For example, point to the **-j** and say /j/ /j/ /j/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/j/ garbage, giant, engineer, gym, angel). 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 previous lessons and from parts 1 and 2 of this lesson 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. — - -
cheese	mushroom	barbeque
ice	sandwich	gathering
grapes	garbage	sandwiches
chips	olives	calendar

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4B. Pronunciation – 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 Divided Kingdom

[1 Kings 1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [11](#), [12](#)

King David ruled for 40 years. Then he died, and his son Solomon began to rule over Israel. God spoke to Solomon and asked him what he wanted God to do for him.



Solomon asked God to make him very wise. This pleased God, so he made Solomon the wisest man in the world. Solomon learned many things and was a very wise king. God also made him very rich.

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14

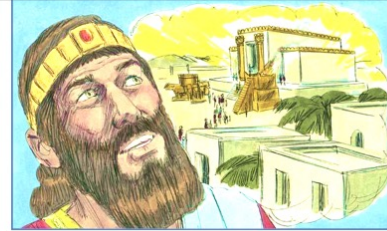
5A. Bible Reading

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.



In Jerusalem, Solomon built the Temple for which his father, David, had planned and gathered materials. People now worshiped God and offered sacrifices to him at the Temple instead of at the Tent of Meeting. God came and was present in the Temple, and he lived there with his people.



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.



But Solomon loved women from other countries. He disobeyed God by marrying many women, almost 1,000 of them! Many of these women came from foreign countries and brought their gods with them and continued to worship them. When Solomon was old, he also worshiped their gods. God was angry with Solomon because of this. He said that he would punish him by dividing the nation of Israel into two kingdoms. He would do this after Solomon died.



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.



After Solomon died, his son Rehoboam became king. All the people of the nation of Israel came together to accept him as their king.




They complained to Rehoboam that Solomon had made them do a lot of hard work and pay a lot of taxes. They asked Rehoboam to make them work less.


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17

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.

 But Rehoboam answered them in a very foolish way. He said, "You say that my father, Solomon, made you work hard. But I will make you work harder than he did, and I will make you suffer worse than he did." When the people heard him say this, most of them turned against him. Ten tribes left him; only two tribes stayed with him. These two tribes called themselves the kingdom of Judah.



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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.



A man named Jeroboam became king of the other ten tribes. These tribes were in the north part of the land. They called themselves the kingdom of Israel.



Jeroboam turned against God and caused the people to sin. He built two idols for his people to worship. They no longer went to Jerusalem in the kingdom of Judah to worship God at the Temple.

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19

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 kingdoms of Judah and Israel became enemies and often fought against each other. In the new kingdom of Israel, all the kings were evil. Many of these kings were killed by other Israelites who wanted to become king in their place. All of the kings and most of the people of the kingdom of Israel worshiped idols. When they did this, they often slept with prostitutes and sometimes even sacrificed children to the idols.



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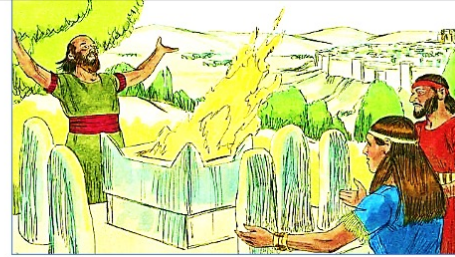
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5G. Bible Reading

- 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.



The kings of Judah were descendants of David. Some of these kings were good men who ruled well and worshiped God. But most of Judah's kings were evil. They



ruled badly, and they worshiped idols. Some of these kings even sacrificed their children to false gods. Most of the people of Judah also turned against God and worshiped other gods.

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21

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. What were some reasons God was not happy with King Solomon?
2. What are the names of the two divided kingdoms?
3. Why did the kingdom divide?
4. What can we learn about God's character from this story?
5. What can you learn from this lesson?



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22

5I. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1, 2, and 3 you may go back to the story to help students find the answer.

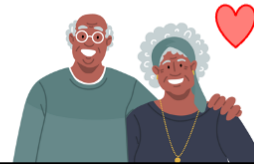
Answers:

1. Solomon disobeyed God. He worshipped false idols. He married foreign women who led the people of Israel to worship other gods.
2. Judah and Israel
3. God was punishing wrongdoing. Rehoboam was forcing harsh labor on his people, so most of the tribes rebelled against him.
4. Answers may vary. He is jealous, just, deserving of worship, fair, good, righteous, etc.
5. Answers may vary. Don't worship false gods, obey God's commands, treat people under your authority with value, etc.



Listen and answer the questions.

1. Why are George and Geri celebrating today?
2. Where did they meet?
3. How many grandchildren do they have?
4. What are they expecting soon?
5. Where did they live after graduation?
6. Where do they live now?
7. Where does George work now?



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6A. Activities – Listening with sound/spelling words /j/ Soft G spelled ge, gi, gy and /g/
Hard G spelled g+other letters
Read the following script at least twice as students listen and write their answers to the questions. Students should NOT read the script.

Thank you everyone for gathering here today for this great get-together. We are celebrating George and Geri's 40th wedding anniversary. Even though it is cold and rainy outside, our hearts are warm as we give thanks to God for bringing George and Geri together and creating their gorgeous family! George and Geri now have 4 children, and 8 grandchildren. They are also expecting two new grandbabies very soon! Although they have gone through many difficult times, they are thankful to the Lord for always being with them. George and Geri met in Guatemala and got married the day after their college graduation. Then they moved to Germany, and lived there for a few years before moving back to Georgia in the US, where they still live now. They have changed their jobs and addresses many times over the years, but their love for each other has only grown stronger. George is glad that they are going to be able to travel on mission trips when he retires from his government job in April, and Geri is grateful that they are going to move closer to their grandkids. We are so happy to have many good friends here today along with our giant family. So please gobble

up this great food and then get on the dance floor to help us celebrate! Thank you!

Answers:

1. It is their 40th wedding anniversary.
2. They met in Guatemala.
3. They have 8 grandchildren.
4. They are expecting 2 more grandchildren.
5. They lived in Germany.
6. They live in Georgia in the US.
7. George works for the government.

Role Play - Manager A

A: Can we plan the barbeque for **Sunday at 12:00 noon**?

B: No, I'm sorry. I will **be at church**. How about _____?

Time	Thu.	Fri.	Sat.	Sun.
12:00		Dentist appointment	Visiting Museum	A: B: Church
2:00				Lunch with cousins
4:00	Meeting			Driving home
6:00		Movie with friends	Studying	Resting

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6B. Activities – Role Play

Pair work. Two managers of a workplace are trying to plan a company barbeque. They cannot look at each other's slides, but must ask questions to find a time they are both available.

The empty boxes are the only times they are available. Both must work together to find as many possible event times and work together to choose the best option. They should pencil in their schedule these different times. For example, if student A asks about Sunday at 12:00, student B would reply that their schedule says they have church at that time. Thus, student A would draw a line to show that the time slot is unavailable.



Role Play - Manager B

A: Can we plan the barbeque for **Sunday at 12:00 noon**?

B: No, I'm sorry. I will **be at church**. How about _____?

Time	Thu.	Fri.	Sat.	Sun.
12:00	Art class			Church
2:00	Gym	English class		
4:00		Bible study	Music Concert	
6:00	Birthday party			Family dinner

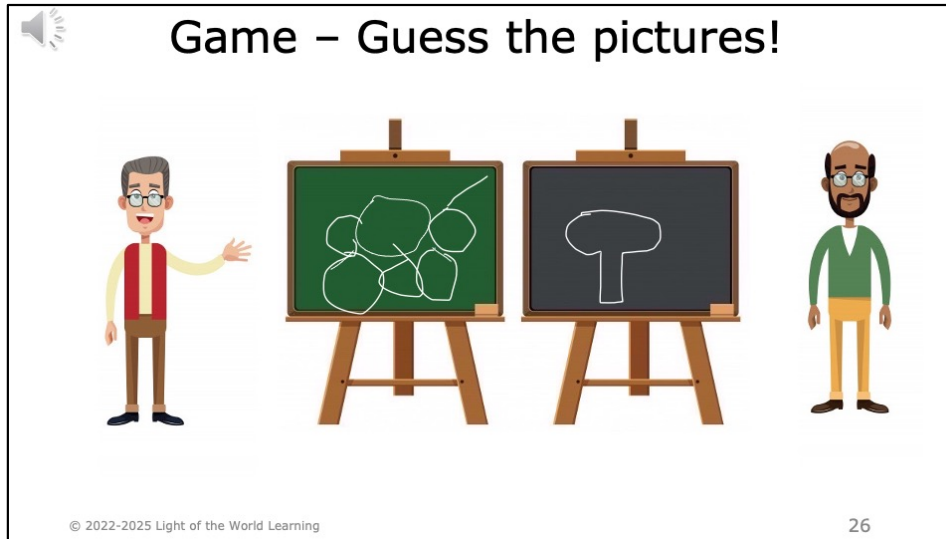
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6C. Activities – Role Play

Pair work. Two managers of a workplace are trying to plan a company barbeque. They cannot look at each other's slides but must ask questions to find a time they are both available.

The empty boxes are the only times they are available.

Both must work together to find as many possible event times and work together to choose the best option. They should pencil in their schedule these different times. For example, if student A asks about Sunday at 12:00, student B would reply that their schedule says they have church at that time. Thus, student A would draw a line to show that the time slot is unavailable.



7. Game – Guess the pictures

Use paper, a board, or a virtual whiteboard to draw.

Players take turns making simple line drawings of vocabulary words from this lesson and previous lessons.







You may give them a list of vocabulary words or flashcards to prompt them. If you are teaching online, use the chat feature to give different words to each player.

Then other players will guess which words the pictures represent.

The player who guesses the most words in 5 minutes wins.

Words may include: barbeque, garbage, grapes, cheese, mushroom, ice, sandwich, chips, olive oil, ice cream, outside, inside, game, movie, apple, tent, sleeping bag, fishing pole, bowling, fishing, hiking, camping, to enjoy, to hate, etc.

1A. Homework – Write about the pictures.

<p>1</p> 	<p>When we had the barbeque, it was sunny outside!</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</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.

Students will write a sentence for each picture to practice the lesson’s vocabulary words. Number one is an example.

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

2. cheese
3. mushrooms
4. ice
5. sandwich
6. garbage/trash

1B. Homework – Write about the pictures.

7 		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, and use the following words:

- 7. grapes
- 8. chips
- 9. olive oil
- 10. ice cream
- 11. inside
- 12. outside



2A. Homework – Fill in the blanks

in at because so and
on but then or

1. God loved Israel, _____ they did not love him back.
2. They disobeyed, _____ God had to punish them.
3. God did not want pain for himself _____ his people.
4. He punished them _____ it was needed at the time.
5. The temple was _____ Jerusalem.
6. Jerusalem is _____ a hill.
7. There was a big war _____ that time.
8. God waited for his people to call on his name _____ return to him.
9. If you call on God, _____ he will answer you.

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29

Homework 2A. – Grammar and Vocabulary Review

Prepositions and Conjunctions

Fill in the blanks to complete the sentences.

Answers:

1. but
2. so
3. or
4. because
5. in
6. on
7. at
8. and
9. then



2B. Homework – Fill in the blanks

in

at

on

1. His birthday is _____ July.
2. We take out the garbage _____ Mondays _____ night.
3. Christmas is _____ December 25th.
4. We like to eat outside _____ the summer.
5. In Mexico, they eat 12 grapes _____ January 1st.
6. His family stays inside _____ the winter.
7. Do you eat cheese _____ the morning for breakfast?
8. I like to eat ice cream _____ the evening.
9. Please bring chips to the party _____ 7:00 PM.
10. The barbeque is _____ May 2nd _____ 2:00 PM.

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30


Homework 2B. – Grammar and Vocabulary Review

Prepositions of time

Fill in the blanks to complete the sentences.

Answers:

1. in
2. on, at
3. on
4. in
5. on
6. in
7. in
8. in
9. at
10. on, at

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

Questions	Answers
1. When did you go <u>to a party</u> ?	I went to my cousin's birthday party last week.
2. _____ ice _____	
3. _____ garbage _____	
4. Do you like ___ or ___ better?	
5. _____ sandwich _____	
6. What type of social event _____	

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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:

1. When did you go to a party?
2. Do you like ice in your drink?
3. Do you recycle your garbage at home?
4. Do you like being alone or with people better?
5. What kind of sandwich do you like to eat?
6. What type of social event do you prefer?

4. Say the G words and write them in the correct column.

Genesis	hug		/g/ Hard G	/j/ Soft G
grow	bag		grow	Genesis
got	danger			
generous	goes			
gym	guess			
age	God			
change	gum			
orange	giraffe			
bridge	against			

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Homework 4. – Say the words containing the letter G and write them in the correct pronunciation column. The first two words are examples.

- Answers:**
- /g/ Hard G**
- grow
 - got
 - hug
 - bag
 - goes
 - guess
 - God
 - gum
 - against
- /j/ Soft G**
- Genesis
 - generous
 - gym
 - age

change
orange
bridge
giraffe
danger

5. Use these pictures from the story to help you write a one-paragraph summary of the Bible story on the next slide.

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Homework 5A. – Bible Reading Review

Use these pictures from the story to help you write a one-paragraph summary of the Bible story on the next slide.

Answers will vary. Possible answers may include: Solomon built the temple but then he worshipped foreign gods. So, God punished him because he was not faithful. God split the kingdom into two parts and there was war between the two parts. Then most of the people of Judah worshipped foreign idols and evil kings ruled.

6A. Choose 1 Verse to Memorize

A

Jesus answered, "I am the way, the truth, and the life. The only way to the Father is through me.

[John 14:6 ERV](#)

B

"Listen, people of Israel! The Lord is our God. The Lord is the only God. You must love the Lord your God with all your heart, with all your soul, and with all your strength."

[Deuteronomy 6:4-5 ERV](#)

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35

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

When the priests came out of the Holy Place, the cloud filled the Lord's Temple. The priests could not continue their work because the Temple was filled with the Glory of the Lord.

[1 Kings 8:10-11 ERV](#)

- Read the next lesson's Bible verses: 1 Kings [16](#), [17](#), [18](#); [2 Kings 5](#); [Jeremiah 38](#)

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.

North American Social Gatherings

Just as in other places around the world, there are many different types of social gatherings in North America. These gatherings can be formal or informal. Formal gatherings are more fancy—people wear nicer clothes than usual, and they usually go to a special place such as a church, a university, or a business. Common formal gatherings are weddings, graduations, religious services, and business conferences.

At informal gatherings, people usually wear their everyday clothes. Informal gatherings such as barbeques, birthday parties, and holiday get-togethers are often held in people's houses. For other informal gatherings like concerts or road trips, friends or family will drive together to see a musician perform or to see interesting new places.

Both formal and informal gatherings usually have food to enjoy, and that makes getting together even sweeter.

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37

Homework 7A. – Everyday Reading and Writing

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

7B. Answer the questions.

A. What two categories of gatherings does the author discuss?



B. Where are some special places for gatherings?

C. What are some gatherings where people wear everyday clothes?

D. What are examples of formal gatherings?

E. What are some popular gatherings in your country?



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38

Homework 7B. – Everyday Reading and Writing

The students will read the article and answer these questions. The teacher can answer question E to model the possible answers.

Answers:

- A. Formal and informal gatherings
- B. Church, university or business
- C. Barbecues, birthday parties, and holiday get-togethers
- D. Weddings, graduations, religious services and business conferences
- E. Answers will vary.



8. Writing

Write at least 10 sentences about a social gathering you attended. Be sure to talk about where and when it was.

Example: *In December, I stayed at my parents' house for a Christmas party. We ate turkey, potatoes and olives.*

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39

Homework 8A. – Writing

Model. Write at least 10 sentences telling a true or made-up story about a social gathering. Be sure to talk about where and when it was.

Example: *In December, I stayed at my parents house for a Christmas party. We ate turkey, potatoes and olives.*

Answers will vary.




9. Homework – Now I Can...

- I can talk about social gatherings.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use prepositions and conjunctions to communicate.
- I can understand that God wants people to worship only Him.

Homework 9. – I can statements

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

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



Closing Prayer

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Pray

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

Help us share the Light of the World!

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

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



Appendix



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

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Bible story and pictures on slides 14-22 and 33 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>