

Teacher's Notes: Review of A2 Lessons 15-20

Bible Readings: God's Covenant with Israel, Wandering in the Wilderness, The Promised Land, The Deliverers, God's Covenant with David, The Divided Kingdom

Themes: Education, Colors and Clothing, Routine Activities, Sports, Leisure Activities, Social Events

Pronunciation:

/ow/ ou and /Old/

/Ind/ and /I/ ie

/ks/ -cks and /LE/ -ly

/E/ -ey and /f/ ph

/s/ and /k/ c

/j/ ge, gi, gy and /g/

Grammar:

Spelling 3rd Person Singular, Indefinite Pronouns, Phrasal Verbs, Adverbs of Frequency, Love, like, (etc.) +

Preparation:

Pray

Preview slides and game.

Optional: Bring objects and pictures related to the lessons.



Pray, Review, and Preview

Bible Readings:

- God's Covenant with Israel
- Wandering in the Wilderness
- The Promised Land
- The Deliverers
- God's Covenant with David
- The Divided Kingdom

Themes:

- Education
- Colors and Clothing
- Routine Activities
- Sports
- Leisure Activities
- Social Events

Pray

Pray for the class. You may want to thank the Lord for the opportunity to learn.

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work.

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



Preview

Pronunciation:

- /ow/ ou and /Oid/
- /Ind/ and /I/ ie
- /ks/ -cks and /LE/ -ly
- /E/ -ey and /f/ ph
- /s/ and /k/ c
- /j/ ge, gi, gy and /g/

Grammar:

- Spelling 3rd Person Singular
- Indefinite Pronouns
- Simple Future Tense Will/Won't
- Adverbs of Frequency
- Love, like, (etc.) +verb +ing
- Prepositions of Time

These are the sounds, spellings and grammar points that will be reviewed in this lesson.



1A. Discuss Theme Picture

Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know. Repeat and write their words or show the words on the next slide.

Answers may include: **online class, trade school, exam, test, grade, uniforms, and fail.**

More advanced students can be encouraged to make complete sentences:
The students are taking an exam while the teacher watches. They are learning in a trade school. She passed one test with a good grade and failed the other test. The girl is taking an online math class.



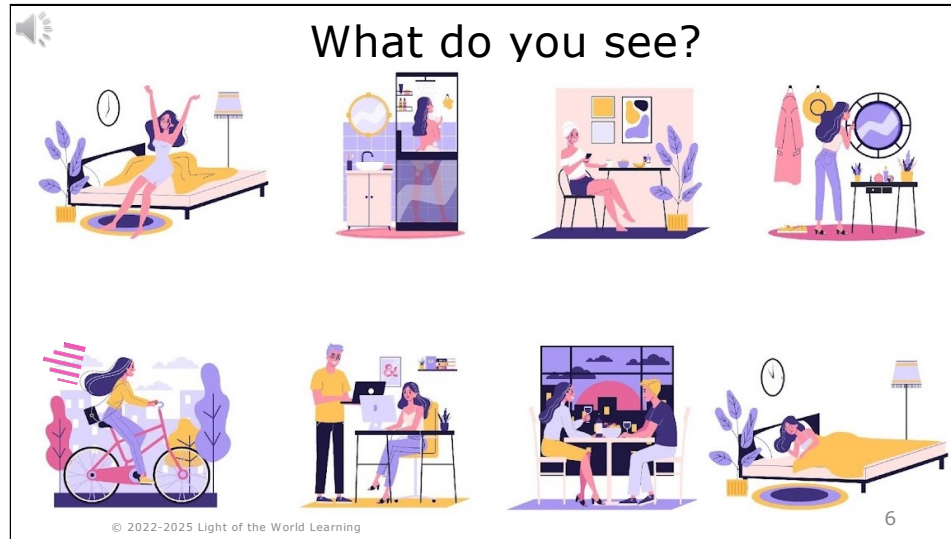
1B. Discuss Theme Picture

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: **brown, orange, pink, green, black, shoes, table, shirts, belts, nails, jewelry, comb, socks.**

More advanced students can be encouraged to make complete sentences:

She is wearing a green dress. There are orange and black socks on the table.



1C. Discuss Theme Picture

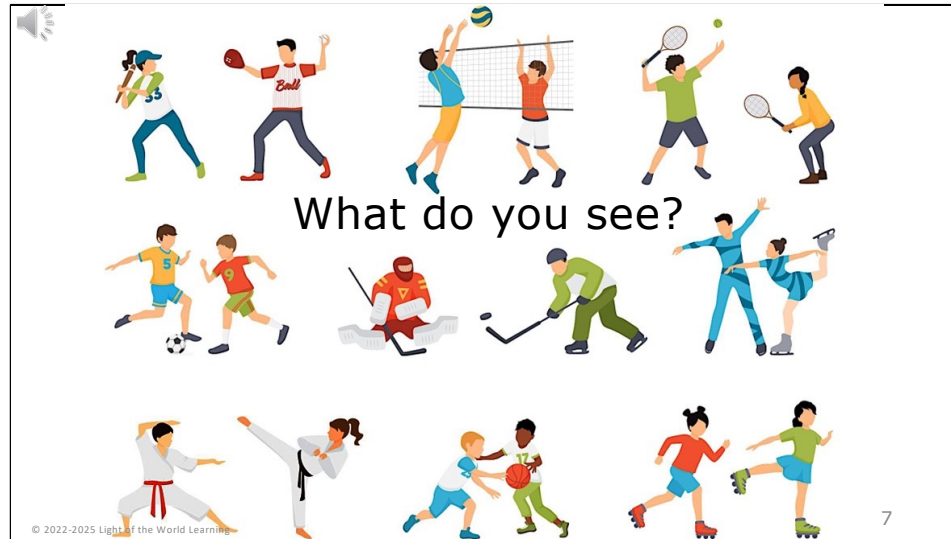
Ask "What will she do tomorrow?" and "What else?" to elicit vocabulary they already know.

Repeat and write their words or show the words on the next slide.

Answers may include: **snack, shower, dress, hurry, eat dinner,** etc.

More advanced students can be encouraged to make complete sentences:

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



1D. 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.



1E. 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.




1F. 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.

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

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

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

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

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



Irregular 3rd Person Verbs

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

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2B. Grammar

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

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

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

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



Indefinite Pronouns

Prefix	Use	People	Things	Places
some	+	someone	something	somewhere
any	- ?	anyone	anything	anywhere
no	+	no one	nothing	nowhere
every	? - +	everyone	everything	everywhere

Can **anyone** lend me a pen? I have **nothing** to write with today. I lost my backpack **somewhere**. I looked for it **everywhere**!

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2C. Grammar- Indefinite Pronouns

Note: Words like 'something', 'everywhere', 'anybody' and 'no one' are indefinite pronouns. We use them for non-specific people, things and places.

The words starting with **some** and **no** are usually used with positive verbs. The words starting with **any** or **every** are often used in questions and with negative verbs.

These are singular words, so we use a singular verb with them. Everyone **wears** suits at my workplace. No one **is** wearing jewelry today.

We can use these words on their own for a short answer. A: What do you want to drink? B: Nothing! A: Where would you like to sit? Anywhere.

We can use them at the beginning of a sentence as the subject or as

the object of a sentence: Everything God made was good. Apart from him, we can do nothing.

We can also use **-body** instead of **-one** for people: somebody, anybody, nobody, everybody.

Zero conditionals tell what always happens.

	"If" / "When" Condition	Main Clause Result
1	If no one answers the phone,	I leave a message.
2	When he goes outside,	he wears shoes and socks.
3	If the traffic light is green,	I drive my car forward.
	Main Clause Result	"If" / "When" Condition
4	We wear jewelry	when we _____ to a wedding.
5	I put my phone in my pocket	if I _____ jeans.
6	He _____ sandals	when it's summer.

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2D. Grammar - Zero Conditionals

Note: Zero conditionals are used for general truths, habits, scientific facts, and other situations when the condition will **always** happen. Either IF or WHEN can be used in zero conditionals.

They require verbs in the present simple tense in both clauses.

Note that the sentences can be written with either the main clause or the If/When condition first. Note that a comma must always be used after the If/When clause.

However, a comma should **not** be used after the main clause when it is used first.

We will learn about first, second and third conditionals later. These other conditional forms use different verb tenses.

Model, Repeat, and Solo the pronunciation of sentences 1-3. Then ask students to complete 4-6 with present tense verbs.

4. We wear jewelry when we **go** to a wedding.
5. I put my phone in my pocket if I **wear** jeans.
6. He **wears** sandals when it's summer.

Future Tense: Will or Will Not + Verb.

Subject	Positive +	Negative -	Question ?
I You He She It We They	will hurry. 'll hurry.	will not hurry. won't hurry.	Will ____ hurry?

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

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2E. Grammar – Future with Will

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

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

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

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

 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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2F. 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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2G. 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

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.

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2H. 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.



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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2I. 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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2J. 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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2K. 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.



Conversation Questions A



1. What happens if someone fails a test? What happens when everyone in the class passes an exam?
2. Do you prefer taking online exams or paper tests?
3. What do you wear if it's hot? What do you wear when it's cold?
4. Does anyone you know wear a suit? When?
5. What will you do tomorrow night? What won't you do?
6. When will you finish your English class? Will you get a certificate?

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3A. Conversation Practice – Pair work

With a partner, students will practice asking and answering the questions. Student A will ask the questions on this slide, student B will ask the questions on the following slide.

Answers will vary but may include:

1. If someone fails, they need to study more and take the test again. When everyone in the class passes an exam, they are happy!
2. I prefer online exams because they are faster.
3. If it's hot I wear pink sandals. When it's cold, I wear blue jeans and a jacket.
4. My pastor wears a suit on Sundays.
5. Tomorrow night I will go to class. I won't go to a party.
6. I will finish my class in 6 months. I will get a certificate if I pass the final exam.



Conversation Questions B



1. What do you sometimes do on Saturdays? What do you usually do at night?
2. What sport is too difficult for you? What sport is really fast?
3. What does your teacher often do, say, and have?
4. What do you enjoy doing in your free time? What do you prefer doing at home?
5. What are three of the conjunction words?
6. Why do people like to eat outside? What do they eat at a barbeque?

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3B. Conversation Practice – Pair work

With a partner, students will practice asking and answering the questions. Student A will ask the questions on the previous slide, student B will ask the questions on this slide.

Answers will vary but may include:

1. I sometimes play hockey on Saturdays. I usually go to bed at 9:00 at night.
2. Ice skating is too difficult for me. Soccer is a really fast sport.
3. My teacher often talks about her family. My teacher often says, "Practice, practice, practice!" She often has papers on her desk.
4. I enjoy playing ping pong and volleyball. I prefer watching movies at home.
5. And, or, but, so, then, because are some conjunctions we learned.
6. People like to eat outside because there is enough room for many friends. They eat hamburgers, chicken and chips.



Listen and repeat.

1. /ow/ spelled ou	2. /old/	3. /Ind/
out	cold	kind
loud	told	find
4. /I/ spelled ie	5. /ks/ spelled -cks	6. /LE/ spelled -ly
die	socks	family
lie	blocks	quickly

A. God told people not to lie.

B. Always be kind to your family.



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4A. Pronunciation- Sound and Spelling

1. **Model:** Say the sound several times while pointing to it. Then say the sound and quickly read the two examples. pointing to each item as you read it. 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. Then read the sentences at the bottom of the slide.

3. **Solo:** Call on individuals to say a sound and its word group. Give lots of praise.



Listen and repeat.

7. /E/ spelled -ey	8. /f/ spelled ph	9. /s/ spelled c
money	Pharoah	city
honey	Joseph	face
10. /k/ spelled c	11. /j/ soft g spelled ge, gi, gy	12. /g/ hard g
cat	giant	God
close	gym	big

- A. Pharoah had to face God through Moses.
B. If I have the money, I'll join a big gym.

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4B. Pronunciation- Sound and Spelling

- Model:** Say the sound several times while pointing to it. Then say the sound and quickly read the two examples. pointing to each item as you read it. Students just watch and listen.
- 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. Then read the sentences at the bottom of the slide.
- Solo:** Call on individuals to say a sound and its word group. Give lots of praise.



Say the word and the stress pattern.

A	B	C	D	E
—	— _	_ —	— _ _	_ — _

- | | |
|-------------|------------------|
| 1. uniform | 7. cricket |
| 2. schedule | 8. a net |
| 3. pocket | 9. enjoy |
| 4. tie | 10. sleeping bag |
| 5. a towel | 11. barbeque |
| 6. hurry | 12. a sandwich |



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4C. Hum the stress.

- 1. Model the first word:** Hum the **D** pattern and then say "uniform, D"
- 2. Repeat:** students repeat words after you in unison.
- 3. Solo:** call on individuals to say the words and pattern letters.

Answers:

1. uniform, D
2. schedule, B
3. pocket, B
4. tie, A
5. a towel, E
6. hurry, B
7. cricket, B
8. a net, C
9. enjoy, C
10. sleeping bag, D
11. barbeque, D

12. a sandwich, E

Answer the questions.



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

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5A. Bible Reading Questions

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

Answers:

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



Answer the questions.

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



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5B. Bible Reading Questions

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

Answers:

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

Answers will vary for question 5.

Answer the questions.



1. What is this Bible story about?
2. What was the difference between the report that Caleb and Joshua gave and the report the other 10 men gave?
3. How did God take care of the people in the wilderness?
4. Why do you think Joshua and Caleb gave the people different advice than the other men?
5. What sin did Moses commit against God?
6. How are you obeying God right now?

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5C. Bible Reading Questions

Ask the questions and discuss as a group. You may go back to the story to help students find the answer.

Answers:

1. The journey to the Promised land / Wandering in the wilderness
2. Ten of the men said that the cities were strong and the people were tall. If they fought against them, they would kill the Israelites. But Joshua and Caleb said that God would fight for the Israelites.
3. God gave the people manna and quail from the sky and water from a rock. Also their clothes did not wear out.
4. Answers will vary. Ex: They looked to God instead of what they could see. / They trusted in God.
5. "Moses did not show respect for God."
6. Answers will vary.



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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5D. Bible Reading Questions

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

Answers:

1. 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. Answers will vary, for example: They repented, and he accepts repentance. He accepts them because of His love and compassion.

Answers will vary for questions 4, 5 and 6



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?

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5E. 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.



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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5F. 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. What is the temperature like outside in the story?
2. Where was Jack when the movie company found him?
3. Who do they want Jack to play?
4. What will Jack do with the money from the movie?
5. How did Jack feel when the movie people said "We've found our giant!"
6. What does Joseph hope they don't use in the big fight scene between David and Goliath?

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6. Activities – Listening with sound/spelling words: /ow/ /Old/ /Ind/ /I/ /ks/ /LE/ /E/ /f/ /s/ /k/ /j/ /g/

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

A: Hi, Jack! My Mom told me about what happened to you in the city! I had to come right over. This is a big deal!

B: Hi, Joseph. Yes, I agree this is kind of a big deal, I won't lie. I was surprised it happened, too.

A: I told my Mom I had to come right over and congratulate you, even though it's freezing cold out! So, how did this happen?

B: Well, I was working out in the gym, and a local movie company came in looking for someone to play Goliath in a movie. They saw me in the weight room, and said, "We've found our giant!". I won't lie, I was surprised and confused. Finally someone was kind enough to tell me what it was all about. They want me to be the actor to play Goliath because I am so big and tall.

A: I can only imagine the look on your face! Will you get paid for acting in the movie?

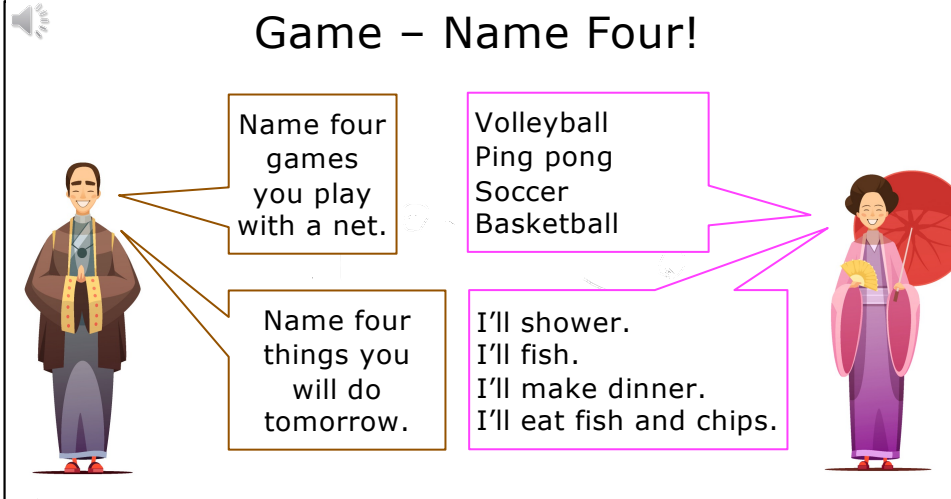
B: Yes, a little. But I talked with my family, and we quickly decided to donate the money to a charity that helps young kids play sports inside when it's cold out.

A: Well, I can only hope they don't use real rocks when it comes to the big fight scene! I don't want you to get hurt.

B: Ha ha, I'm in complete agreement!

Answers: 1. Freezing cold. 2. Gym/weight room. 3. Goliath/giant.
4. Donate to charity. 5. Surprised and confused. 6. Real rocks.

Game – Name Four!



Name four games you play with a net.

Volleyball
Ping pong
Soccer
Basketball

Name four things you will do tomorrow.

I'll shower.
I'll fish.
I'll make dinner.
I'll eat fish and chips.

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7. Game – Name Four

The teacher asks individual students or small teams to name four things in a given category in 15 seconds. If they can name four things correctly within the time, they get a point. The player or team who gets the most points after playing 4 different categories, wins.

Categories may include: Things you won't do tonight, things your teacher does every week, food you eat at a barbeque, men in the Bible, women in the Bible, things that are orange, green, brown, purple, pink, clothing you wear when it's hot, jobs, languages, animals, plants, drinks, weather, sports, things you use at school, things you do outside, feelings, food, body parts, prepositions, pronouns, verbs, things that fly, words that begin with S, etc.



First Review Quiz



Take the listening, speaking and writing quiz with your teacher.

Listen to the five 2-part questions and say your answers.

Then look at the theme picture and write 5 sentences about it. Each sentence must have at least 6 words.

First Review Quiz – Listening, Speaking, and Writing

There are two tests students will take to review. The first is in class, the second may be done as homework. **Print or make a copy of the Rubric found on slide 40 to score the student's answers.** The teacher will give the speaking, listening and writing test by asking the student the following questions. Students may **not** look at the questions. Encourage the student to answer in a complete sentence. Answers will vary.

1. What will you do tomorrow? What won't you do tomorrow?
2. Tell me what you enjoy doing in your free time. Why?
3. What does your teacher often say? What does your teacher sometimes do?
4. What do you wear if it is hot? What do you wear when it is cold?
5. What are three of the conjunction words?
6. Write five sentences about one theme picture. Each sentence must have at least 6 words. (The teacher may choose any one

theme picture from slides 4 to 9 for the student to use in this writing exercise). The student may write on paper or an electronic device.

The second quiz (found on the next slide) is online with automatic scoring. Students may do the second quiz for homework.



1 & 2 Homework

1. Read the next lesson's Bible verses: The Prophets – [1 Kings 18](#); [2 Kings 5](#); [Jeremiah 38](#)

2. Take the quiz at this link



<https://forms.gle/fVMkE2jRu8AbSNzs9> and write your score here ____

If you are not happy with your score, practice more. Then take the quiz again, and write your new score here ____ 35

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8A. Homework 1 and 2

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 ScriptureEarth.org or other Bible translation resources. The hyperlinks of the Bible verses will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses.

Students may scan the QR code or go to the quiz link to access the online quiz. Go over how to take the quiz, to be sure the student understands what to do. If you would like to see the students' results, please make a copy of the quiz at <https://docs.google.com/forms/d/1mNo6RCPzZrdBpzbHx7AeryV4vahN9B3BO06IUN5kH14/copy> and then send students the new link to YOUR copy of the quiz. Encourage students to look at their quiz results and practice areas that they missed. They may take the quiz again if needed.



Homework - Now I Can...

- I can talk about education.
- I can talk about colors and clothing.
- I can talk about routine activities.
- I can talk about sports.
- I can talk about leisure activities.
- I can talk about social events.



Homework – 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

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

LOTW A2 Rubric for Listening, Speaking and Writing Quiz

Student Name:
 Score for Listening, Speaking and Writing:
 Score for Multiple Choice Quiz:
 Total Score:

Date:

Listening and speaking	Question	Good - 3 points Answer is correct, clear and complete.	Okay - 1 point Answer is correct, but unclear or incomplete.	Not acceptable - 0 points Answer is not correct.
Examples:	Where do you live?	I live in an apartment in Tokyo.	I live apartment.	
	1. What will you do tomorrow? What won't you do tomorrow?			
	2. Tell me what you enjoy doing in your free time. Why?			
	3. What does your teacher often say? What does your teacher sometimes do?			
	4. What do you wear if it is hot? What do you wear when it is cold?			
	5. What are three of the conjunction words?			
	6. Write 5 sentences about the theme picture. Each sentence must have at least 5 words.	Good - 3 points Answer is correct, clear and complete. Sentence begins with a capital letter has at least 6 words and ends with punctuation.	Okay - 1 point Answer is correct, but incomplete. Sentence is missing capital letters or punctuation.	Not acceptable - 0 points Answer is not correct.
	Examples:	I see a man and a woman talking. This is a very busy street. The bees make some sweet honey.	see mans womens. This is street busy they are bees	
	Sentence 1.			
	Sentence 2.			
	Sentence 3.			
	Sentence 4.			
	Sentence 5.			
	Total Points out of 30			

Please print or copy this rubric to score students' responses.

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Bible story and pictures on slides 26-28 and 31 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>