

Teacher's Notes:

Bible Reading: The Exile and Daniel in the Lion's Den – [2 Kings 17:13-15](#); [2 Chronicles 36:11-23](#); and [Daniel 6:1-27](#)

Theme: Describing things

Pronunciation: /oi/ and /aw/ spelled au

Grammar: Descriptive Adjectives; Some/Any


Preparation:

Pray

Read the Bible passages

Preview slides

Optional: Bring a glass of water and an empty glass, objects of different sizes and shapes, plain and fancy items, etc.



Pray, Review, and Preview

Bible Reading: The Exile and Daniel in the Lions' Den – [2 Kings 17:13-15](#); [2 Chronicles 36:11-23](#); and [Daniel 6:1-27](#)

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Pray

Pray for the class. You may want to thank the Lord for all the good blessing that comes from Him.

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 the Bible verses in their native languages in preparation for the lesson.

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



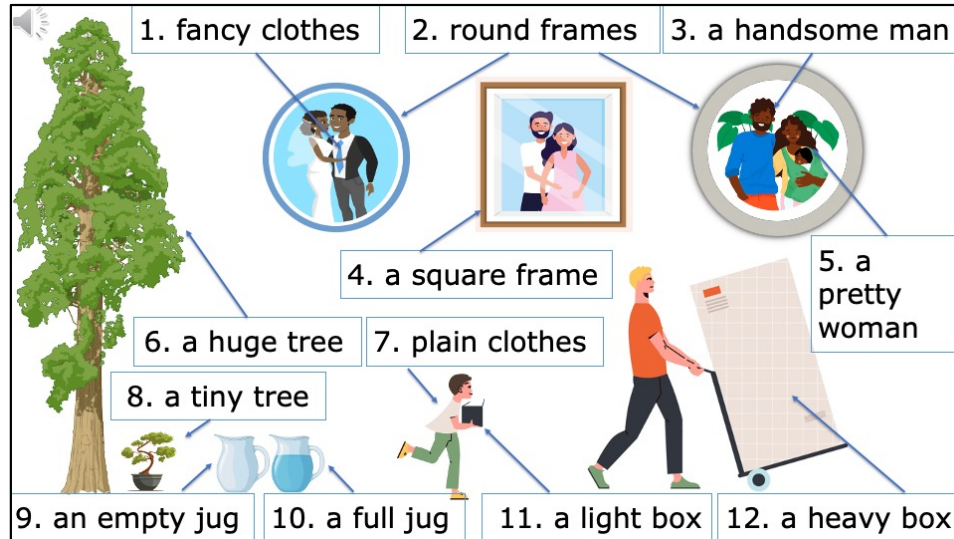
1A. Discuss Theme Picture

Ask students to "Describe what you see." 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: **huge, tiny, round, square, fancy, plain, heavy, light, empty, full, pretty, handsome,** etc.

More advanced students can be encouraged to make complete sentences:

I see a huge tree and a tiny tree. There is a picture of a handsome man and a pretty woman in a round frame. A man moves a heavy box. A boy carries a light box.







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 square table	a round table	plain ice cream	fancy ice cream
A square table has four equal sides.	A round table has no corners.	We eat plain ice cream at home.	We eat fancy ice cream at parties.

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2A. Vocabulary





1. Say the new words in a simple sentence: "This is a square table." 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 square table, a square table, a square table." 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, "A square table has four equal sides."

4. Check students' comprehension by asking direct questions. For example, *What is this? What kind of table do you have? Which kind of ice cream do you like?*

Listen and repeat.

5 	6 	7 	8 
a handsome man	a pretty woman	a tiny tree	a huge tree
The father and son are handsome.	The mother and daughter are pretty.	I have a tiny tree on my desk.	The huge tree is 100 meters high!

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2B. Vocabulary





Note: Good-looking men and boys are handsome. Good-looking women and girls are pretty. Tiny means very small. Huge means very large.

- 1. Say the new words in a simple sentence:** "This is a handsome man." 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 handsome man, a handsome man, a handsome man." Have your students then repeat the word after you several times.
- 3. Say the word in the written sentence.** Have students repeat after you each time, "The father and son are handsome."

4. Check students' comprehension by asking direct questions.

For example, *Who is pretty? Where's the huge tree? Is this a tiny tree?*

Listen and repeat.

9 	10 	11 	12 
a heavy box	a light box	an empty glass	a full glass
A heavy box is hard to lift.	A light box is easy to lift.	The empty glass has no water.	The full glass has a lot of water.

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2C. Vocabulary

1. Say the new words in a simple sentence: "This is a heavy box." 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 heavy box, a heavy box, a heavy box." 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, "A heavy box is hard to lift."

4. Check students' comprehension by asking direct questions. For example, *What is this? Do you have an empty glass? Can you lift a heavy box?*



Descriptive adjectives describe the size, shape, color or other features of nouns.



	Adjective before a noun	Adjective after a noun + To Be verb
1	The hungry lions ran.	The lions were hungry .
2	We swam in a round pool.	The pool was round .
3	We have a full classroom.	The _____ is _____.
4	There aren't any _____.	The trucks aren't red .
5	They finished a hard exam.	The _____ was _____.
6	I'll move the _____.	The sofa will be heavy .

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2D. Grammar

Descriptive adjectives

Note: Descriptive adjectives are words that describe the size, shape, color, quantity or other features of nouns. Nouns are words for a person, place or thing. Descriptive adjectives usually go before nouns, but when they are used with the verb To Be, the adjective goes after the noun and To Be verb.

Model, Repeat, and Solo the pronunciation of rows 1 and 2. Then ask students to complete and read rows 3-6.

Answers

3. The **classroom** is **full**.
4. There aren't any **red trucks**.
5. The **exam** was **hard**.
6. I'll move the **heavy sofa**.

Any/Some with plural & noncount nouns		
Question ? Any	Negative – Any	Positive + Some
1 Does she have any heavy books?	No, she doesn't have any heavy books.	Yes, she has some heavy books.
2 Is there any plain rice left?	No, there isn't any plain rice.	Yes, there's some plain rice.
3 Will we serve _____ fancy food?	No, we won't serve _____ fancy food.	Yes, we'll serve _____ fancy food.
4 Were there _____ tiny insects in the house?	No, there _____ tiny insects.	Yes, there were _____ tiny insects.

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2E. Grammar

Some/Any


Note: We use "Some" and "Any" with plural (books, tables) and noncount (water, rice, food) nouns. "Any" is used for questions and negative statements. "Some" is generally used for positive statements. However, "some" can also be used as a question when offering or requesting something (Would you like some tea?).

Spoken English usually uses the contraction forms. Written English usually uses the full forms.

Model, Repeat, and Solo the pronunciation of rows 1 and 2, then ask students to complete rows 3 and 4.

Answers

- 3. any; any; some
- 4. any; weren't any (or were not any); some

 Use **Some/Any** for plural and noncount nouns, and **A/An** for singular nouns.

Question	Answer
1 Did you see any boxes on the shelf?	Yes, I saw some full boxes and an empty box.
2 Do you have any bags I can help to carry?	Yes, I have _____ heavy bag and _____ light bags.
3 Did you see _____ round mirrors?	No, I didn't see _____ round mirrors, but I saw _____ old square mirror.
4 Are there _____ orange flowers in the meadow ?	Yes, there's _____ orange flower and _____ pink flowers, too.

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2F. Grammar

Some, Any, A, An

Note: We use "Some" and "Any" with plural (books, tables) and noncount (water, rice, food) nouns. "Any" is used for questions and negative statements. "Some" is generally used for positive statements. The indefinite article "A" is used for singular nouns or adjective + noun clauses that begin with a consonant sound. The indefinite article "An" is used for singular nouns that begin with a vowel sound or adjective + noun clauses that begin with a vowel sound.

Spoken English usually uses the contraction forms. Written English usually uses the full forms.

Model, Repeat, and Solo the pronunciation of row 1, then ask students to complete and read rows 2-4.

Answers:

2. Yes I have **a** heavy bag and **some** light bags.
3. Did you see **any** round mirrors? No, I didn't see **any** round mirrors, but I saw **an** old square mirror.
4. Are there any orange flowers in the meadow? Yes there's **an** orange flower and **some** pink flowers, too.



Listen and repeat.



A: Which do you prefer, **living in a huge house alone**, or **in a tiny house with your family**?

B: I prefer **living in a tiny house with my family**.

A: And why do you choose that?

B: Because **my family brings joy and happiness in my life**.

A: I think **you are right!**

B: Which do you prefer, **wearing fancy clothes** or **plain clothes**?

A: I prefer **fancy clothes** because **they look good**.

B: I **don't**. I like **plain clothes** because **they're more comfortable**.

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3 Conversation:

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

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


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

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


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

Listen and repeat.

1. /oi/	2. /aw/ spelled au	3. Challenge
oil	laundry	
coins	August	
join	faucet	
toilet	taught	
appointment	daughter	



A. I need laundry soap to remove the oil from my shirt.
 B. My daughter has an appointment in August.



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4A. Pronunciation - Sound and Spelling

1. Model: Say the sound several times while pointing to it.
 (For example, point to the **oi** and say /oi/ /oi/ /oi/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/oi/ oil, coins, join, toilet, appointment). Students just watch and listen.


2. Repeat: Say the sound and each word several times, having students repeat each time after you in unison. Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom. Then read the sentences.

3. Solo: Call on individuals to say a sound and its word group. Give lots of praise. Then ask students to read the sentences.

4. Challenge: Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make

a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.

 Listen and repeat.

A. 	B.  -	C. -  -
square	pretty	appointment
round	empty	some laundry
full	fancy	It's tiny.
light	handsome	in August

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4B. Hum and clap the stress.

Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

- 1. Model:** Hum and then say each word in the column several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire column of words.

The Exile and Daniel in the Lions' Den.

[2 Kings 17:13-15](#); [2 Chronicles 36:11-23](#); and [Daniel 6:1-27](#)

God's people in Israel and Judah sinned. They broke their promise to God and they worshipped other gods. God sent his prophets to tell them to change, but they refused to obey. So God punished his people. He let their enemies take them away from the Promised Land. He let their enemies destroy the temple and take away all the treasure.



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5A. Bible Reading

Be sure 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.



These years when God's people were forced to leave the Promised Land are called the Exile. Even though God punished his people for their sin, he did not forget them or forget his promises.



God continued to watch over his people and speak to them through his prophets.



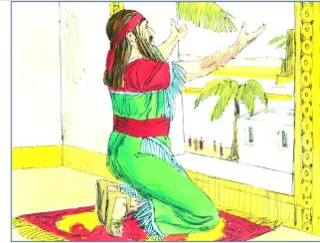
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5B. Bible Reading

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

One of the men who was taken away as a captive to Babylon was Daniel. The king of Babylon made a law that everyone must worship only the king. But Daniel always prayed to God three times a day.



Three times every day, he bowed down on his knees to pray and praise God. Even though Daniel heard about the new law, he still went to his house to pray. He went up to the upper room of his house and opened the windows that faced toward Jerusalem. Then Daniel bowed down on his knees and prayed just as he always did. Some officials saw Daniel praying and told the king.

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5C. Bible Reading

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

So the king had to throw Daniel into a den of hungry lions. All night Daniel was with the lions, but God protected Daniel.



The next morning, the king ran to the lions' den. He called out, "Daniel, servant of the living God, did your God save you from the lions? You always serve your God."

Daniel answered, "My God sent his angel to save me. The angel closed the lions' mouths. The lions did not hurt me."

The king told his servants to lift Daniel out of the lions' den. And when Daniel came out of the den, they did not find any injury on his body. The lions did not hurt Daniel because he trusted in his God.

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5D. Bible Reading

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

So the king wrote a letter to all the people from other nations and language groups around the world. The letter said:



Greetings,
I am making a new law. This law is for people in every part of my kingdom. All of you must fear and respect the God of Daniel. Daniel's God is the living God; he lives forever. His kingdom will never be destroyed. His rule will never end. God helps and saves people. He does amazing miracles in heaven and on earth. He saved Daniel from the lions!

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5E. Bible Reading

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

God promised that, after 70 years, his people would return to the Promised Land again. The Israelites were now called Jews. Most of them had lived their whole lives in Babylon. Only a few very old Jews even remembered the Promised Land.



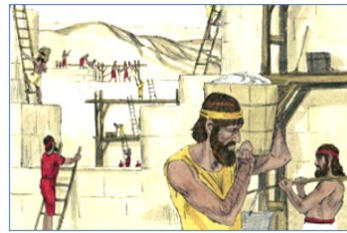
God let the King of Persia conquer the Babylonians. This king said that any Jew who wanted to return to Judah could leave and go back to Judah. He even gave them money to rebuild the Temple! So a small group of Jews returned to the city of Jerusalem in Judah.

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.



When the people arrived in Jerusalem, they rebuilt the Temple and the wall around the city. The Persians still ruled over them, but they let the Jews live in the Promised Land and worship at the Temple.



5G. Bible Reading

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



Answer the questions.

1. How did God's people break their promise to God?
2. How did God punish them?
3. What happened to Daniel?
4. Why do you think the king of Babylon wrote a letter?
5. What happened after the Jews were in Babylon for 70 years?
6. What can you do while you wait for God to help you?



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5H. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1-5 you may go back to the story to help students find the answer.


Answers:

1. They sinned and worshipped other gods.
2. God let their enemies take the people from the promised land and destroy the temple.
3. Daniel was a captive. He was thrown into a lion's den because he worshipped God, but God protected him from the lions.
4. Answers will vary.
5. God let them return to the Promised Land to rebuild the temple.
6. Answers will vary but may include praying, trusting God, thanking him, worshipping him and helping others.

🔊 Listen and answer the questions.

1. Who is Audrey Joiner?
2. What does she need?
3. Where did the water first stop working?
4. What month is it?
5. What else isn't working?
6. What is her phone number?

laundry
toilet
August
faucet
join
oil
daughter
appointment
causing
plumber
Sam
kitchen
October
water



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6A. Activities – Dictation of sound/spelling words /oi/ spelled oi and /aw/spelled au

Read the voicemail script at least two times as students listen. They can write the answers on paper or electronic devices. Students should NOT read the script. You can hide the word box to make the exercise more challenging.

“Hello. This is Audrey Joiner, I’m Sam Joiner’s daughter. I need an appointment to have a plumber come here today. The water in our apartment is causing us more and more problems. First, the water in the laundry room stopped working last week. You can imagine what a problem this is. These August days are hot, and we need to wash our clothes. Then this morning, the water to the kitchen and bathroom faucets started going very slow. Now even the toilet isn’t working properly. Last month, a plumber from your company told me that our area has problems with low water pressure. I talked with many of my neighbors, and they also have trouble with their water systems. Maybe we should join together, and ask the city Water Department to look into our water problem. I would appreciate it if you could give me a call today. My number is 630-555-1212. Thank you!”

Answers:

1. Audrey is Sam Joiner's daughter. 2. She needs an appointment for a plumber. 3. The water first stopped working in the laundry room. 4. It is August. 5. The toilet isn't working. 6. 630-555-1212



Partner A: Plan a Huge Party!



You are planning a surprise birthday party. You can choose the time and place for the party, but you need to find out more about the food and drinks. You have a list of questions to ask Partner B. Then you will create an invitation together.

1. What kind of cake should we get for the party? Should it be plain or fancy?
2. Should we have soda or juice? Do we need any ice?
3. Do you think we should have pizza or make sandwiches?
4. Will we have chips and dip or vegetables and hummus?
5. How much money can we spend on food and drinks?

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6B. Activities – Pair work

1. Students A and B should work in pairs but not look at each other's slides.
2. Student A should ask Student B the questions on their list, and Student B should answer them.
3. Student B should ask Student A the questions on their list, and Student A should answer them.
4. After both students have asked and answered their questions, they will create an invitation with their information on the next slide provided.



Partner B: Plan a Huge Party!



You are planning a surprise birthday party for a friend. You can choose the food and drinks for the party, but you need to find out more about the time and place. You have a list of questions to ask Partner A. Then you will create an invitation together.

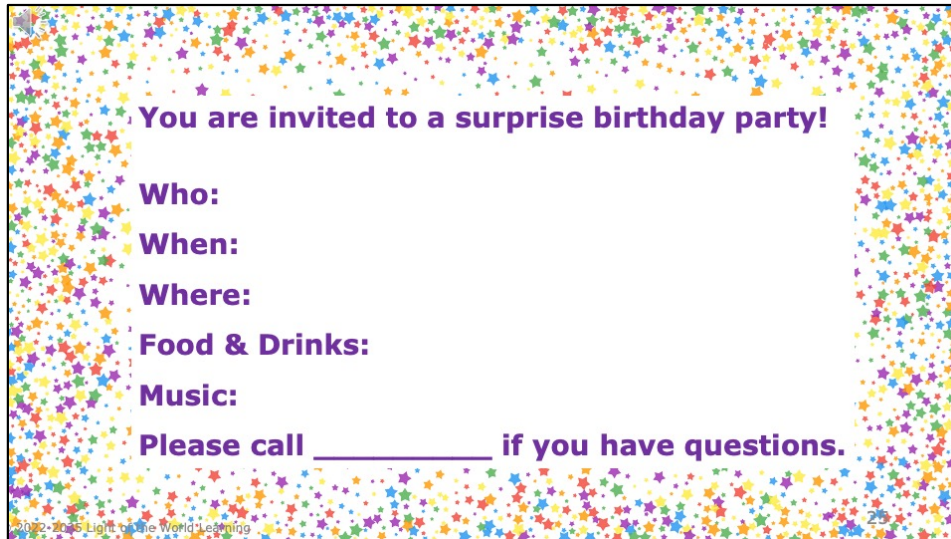
1. What date and time will the party start?
2. Where should we have the party?
3. What kind of music will we have?
4. How many people should we invite?
5. Do we need balloons or gifts? What decorations do we want?

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6C. Activities – Pair work

1. Students A and B should work in pairs but not look at each other's slides.
2. Student A should ask Student B the questions on their list, and Student B should answer them.
3. Student B should ask Student A the questions on their list, and Student A should answer them.
4. After both students have asked and answered their questions, they will create an invitation with their information on the next slide provided.



6D. Activities – Pair work

Partners A and B will work together to complete the party invitation. Answers will vary, but may look similar to this:

Who: **Dan Snow**

When: **Friday, April 23 at 5:00 PM**

Where: **John's house, 301 Main Street, Brooktown**

Food & Drinks: **Chicken, rice, chocolate cake and fruit juice.**

Music: **Guitar played by the Webstirs band and DJ Fullhouse**

Please call **John at 630-555-1212** if you have questions.



Song - God is so Good!

God is so good.
God is so good.
God is so good.
He's so good to me!

God is so good.
God is so good.
God is so good.
He's so good to me!

You can add more
verses. For example:

He hears our prayers.
He hears our prayers
He hears our prayers
He's so good to us!

7. Song







Students will learn the song and may also sing other songs, if time permits. You can make up additional verses to this song: He hears our prayers. He helps us learn. He is our King.

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Give simple definitions for any words that students ask about. Then sing it two or three times, as the students just listen.

2. Repeat: Sing the selection again, a line or sentence at a time, as students repeat after you. Then play the recording and sing the song together as a class in unison.

3. Solo: The student sings solo (or if shy, can just read the words aloud).

1A. Homework – Write about the pictures with some or any.

1 	I would love to eat some plain ice cream right now.	4 	
2 		5 	
3 		6 	

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

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

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







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

Number one is an example.

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

1. plain ice cream
2. heavy box
3. square table
4. light box
5. round table
6. fancy ice cream

🔊 **1B. Homework – Write about the pictures with some or any.**

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 **some** or **any** and the following words:

- 7. tiny tree
- 8. huge tree
- 9. pretty woman
- 10. full glass
- 11. empty glass
- 12. handsome man



2A. Homework – Fill in the blanks with **some, any, an, or a.**

1. She has _____ heavy books in her backpack.
2. Is there _____ rice in the rice-cooker?
3. Please give me _____ plain water with _____ ice.
4. We don't have _____ round picture frames.
5. He doesn't have _____ friends at his new school.
6. This shop sells _____ really fancy food.
7. I don't have _____ money in my wallet.
8. There are _____ huge horses in the barn.
9. I need _____ empty bottle to fill with water.
10. Is the accountant _____ handsome man?

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Homework 2A. – Grammar and Vocabulary Review

Fill in the blanks using **some, any, an, or a** to complete the sentences.

Answers:

1. She has **some** heavy books in her backpack.
2. Is there **any** rice in the rice-cooker?
3. Please give me **some** plain water with **some** ice.
4. We don't have **any** round picture frames.
5. He doesn't have **any** friends at his new school.
6. This shop sells **some** really fancy food.
7. I don't have **any** money in my wallet.
8. There are **some** huge horses in the barn.
9. I need **an** empty bottle to fill with water.
10. Is the accountant **a** handsome man?

2B. Homework – Fill in the blanks.

The image shows two mind maps. The first is yellow and titled "Things that are round". It has a central circle with the text "Things that are round". It is connected to five other circles: one at the top, one to the left, one to the right containing "an orange", one at the bottom-left containing "an eye", and one at the bottom-right. The second is green and titled "Things that are tiny". It has a central circle with the text "Things that are tiny". It is connected to five other circles: one at the top containing "a bee", one to the left, one to the right, one at the bottom-left, and one at the bottom-right. A small number "30" is visible in the bottom right corner of the diagram area.


Homework 2B. – Grammar and Vocabulary Review

Learners will fill in the blanks to complete the circle charts with examples of 3 more things that are round and 4 more things that are tiny.

Answers will vary, but may include:

Things that are round: **a tomato, a ball, a coin, the sun, a ring, a balloon**, etc.

Things that are tiny: **a mouse, a grape, an insect, a snowflake, a grain of sand, a baby, a tooth**, etc.

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

Questions	Answers
1. How many empty chairs are near you?	There are three empty chairs in my classroom.
2. _____ huge _____	
3. Do you have any _____	
4. How many _____	
5. _____ light or heavy	
6. Are _____ plain or _____	
7. Is _____ round or _____	

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Homework 3. – Conversations - Pair work

First, ask students to complete writing the questions with their own words. Be sure they put a question mark at the end.


Number 1 is an example.

Questions and answers will vary, but may include:

2. How huge is your hometown?
3. Do you have any questions for me?
4. How many floors are there in that tall building?
5. Is your backpack light or heavy?
6. Are your clothes plain or fancy?
7. Is the sun round or square?

Then ask each student 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.

 **4. Answer and say the sentences. Mark the /oi/ and /aw/ sounds.**

A. Do you have any daughters?	Yes, I have 3 daughters.
B. Who washes your laundry?	
C. Who taught you how to read?	
D. When is your next appointment?	
E. Where is the nearest toilet?	
F. How is the weather in August?	
G. What kind of oil do you use?	

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

This homework practices writing, spelling, and pronouncing the /oi/ and /aw/ sounds.

Answers will vary. Learners should mark the following sounds:

- B. Who washes your **laundry**?
- C. Who **taught** you how to read?
- D. When is your next **appointment**?
- E. Where is the nearest **toilet**?
- F. How is the weather in **August**?
- G. What kind of **oil** do you use?

5 Discuss the Bible story with your partner.

1. What was your favorite part of the Bible story?
2. What did God do and why?
3. What can you learn from Daniel's example?
4. How do you think this story applies to your life?
5. What are two questions you still have about the story?
 - A.
 - B.

Homework 5. – Bible Reading Review

Ask the students to tell the Bible story to a partner and then interview the 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.

Answers will vary.

6A. Homework – Choose 1 Verse to Memorize

A

"No, you must respect only the Lord your God. Then he will save you from all your enemies."

[2 Kings 17:39 ERV](#)

B

No one can describe how great the LORD really is. No one can praise him enough.

[Psalm 106:2 ERV](#)

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Homework 6A. – Memorize a Verse

Learners get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

- 1. Model.** Recite a verse from memory.
- 2. Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.
- 3. Solo.** Students will recite the verse from memory at the next class.

 **6B.** Choose 1 verse to memorize and read the next verses.

C

God helps and saves people. He does amazing miracles in heaven and on earth. He saved Daniel from the lions.
[Daniel 6:27 ERV](#)

Read the next lesson Bible verses: [Psalm 16:10-11](#); [22:19-21](#); [Isaiah 7:14](#); [9:6-7](#); [42:1-7](#); [49:5-7](#); [53:1-12](#); and [Daniel 7:14](#) in your language.

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Homework 6B. – Memorize a verse and read the next lesson’s verses.

Learners get to choose A, B, or C to memorize.

Assign portions of the given passages to learners to read in their first language. 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. Look at the birds!

The world is full of all the different birds God created. The smallest bird in the world is the bee hummingbird. It lives in Cuba. This tiny bird is only 5.5 cm long and lays eggs the size of coffee beans. It flies quickly and drinks flower nectar.

The biggest bird is the African ostrich. This huge bird is taller and heavier than most men. Males measure up to 2.75 m (9 ft) tall and weigh up to 130 kg (290 lbs). Although they are very big and can run very fast, ostriches cannot fly. They eat plants, insects and small animals.



Homework 7A. – Everyday Reading and Writing

The learners will read the bird article in slides 7A and 7B and answer the questions in slide 7C.

7B. Look at the birds! Continued.

Indian peacocks are some of the most beautiful birds in the world. The male is handsome, with fancy blue and green feathers and round spots that look like eyes on its long tail. The female, called a peahen, is pretty, but has plain feathers.




Jesus told us to think about the birds. He said, "Don't worry about the things you need to live— what you will eat, drink, or wear. Life is more important than food, and the body is more important than what you put on it. Look at the birds. They don't plant, harvest, or save food in barns, but your heavenly Father feeds them. Don't you know you are worth much more than they are?"

Matthew 6:25-26 ERV

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Homework 7B. – Everyday Reading and Writing

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

 **7C. Answer the questions.**

1. Describe how a hummingbird and an ostrich are different.
2. Describe how a male peacock and a peahen are different.
3. What did Jesus say about birds?
4. Why do you think God created so many different kinds of birds?
5. What birds live near you? What do they look like?

Homework 7C. – Everyday Reading and Writing

The learners will read the article on birds from previous slides and answer the questions.

Answers:

1. A hummingbird is tiny and flies quickly. It drinks flower nectar. The ostrich is huge and cannot fly. It eats plants, insects and small animals.
2. A peacock has fancy feathers and a peahen has plain feathers. A peacock has round spots on its tail.
3. He said that your heavenly Father feeds them and we are worth much more than they are.
4. and 5. Answers will vary.



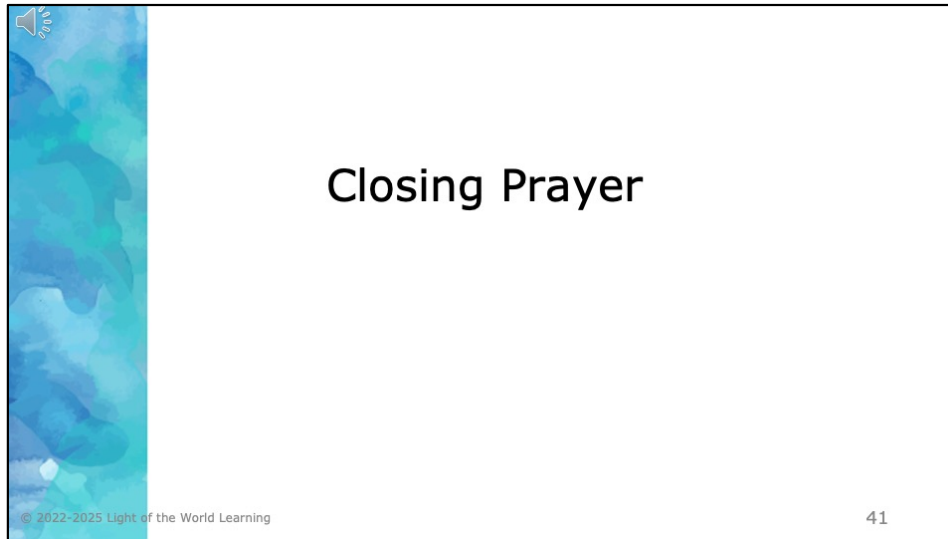
9. Homework – Now I Can...

- I can describe things with adjectives.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use 'some/any' to describe quantities.
- I can understand that God keeps his promises.

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!



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

Bible story and pictures on slides 14-21 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>