

Teacher's Notes:

Bible Reading: God promises the Messiah

Theme: Communication

Pronunciation: /oi/ and /aw/

Grammar: This/that/these/those; Agreeing and Disagreeing


Preparation:

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring a computer, keyboard, mouse, advertisements, lists of facts and opinions, etc.



Pray, Review, and Preview

Bible Reading: God promises the Messiah – [Psalm 16:10-11](#); [22:19-21](#); [Isaiah 7:14](#); [9:6-7](#); [42:1-7](#); [49:5-7](#); [53:1-12](#); [Daniel 7:14](#)

Theme: Communication

Pronunciation: /oi/ spelled oy and /aw/

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Pray

Pray for the class. You may want to thank the Lord for the ability to communicate with him and for his plan to send us a Messiah.

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.

What do you see?

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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: **a team, a coach, a mouse, a keyboard, screens,** etc.

More advanced students can be encouraged to make complete sentences:

The coach is communicating with the team. This is a keyboard. This mouse is white. Those are screens. There is an advertisement for a soft drink.







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.			
<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
a keyboard	a screen	a mouse	an ad / an advertisement
I type with a keyboard.	My computer screen is clean.	I move and click the mouse.	Ads tell us to buy or do something.
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2A. Vocabulary

Note: A **mouse** can be part of a computer or a small animal. The plural of a computer **mouse** is **mice**, but **mouses** is sometimes used. The plural of the animal **mouse** is always **mice**.

1. Say the new words in a simple sentence: *This is a keyboard.* 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 keyboard, a keyboard, a keyboard.* 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 type with a keyboard.*

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where's the keyboard? Do you use a mouse?*



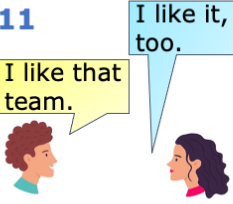

Listen and repeat.

5	6	7	8
 <p>This fruit is beautiful.</p>	 <p>This fruit weighs 180 g.</p>		
an opinion	a fact	a team	a coach
Opinions are what someone feels or thinks.	We can test facts to see if they are true.	A team works or plays together.	The coach leads and helps the team.
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2B. Vocabulary

- 1. Say the new words in a simple sentence:** "This is an opinion." several times, while indicating the 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: "an opinion, an opinion, an opinion." 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: "Opinions are what someone feels or thinks."
- 4. Check students' comprehension by asking direct questions.** For example, "Who are these people?" "What are they doing?" "What is your opinion of the weather today?"

Listen and repeat.

9 	10 	11 	12 
to yawn	to compete	to agree	to disagree
I yawn when I am tired or bored.	They compete to win the game.	They agree. They have the same opinion.	They disagree. They have different opinions.
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2C. Vocabulary

Note: To yawn means to open your mouth widely and take a deep breath. In North America it is polite to cover your mouth with your hand when you yawn.

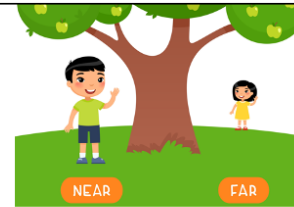
1. Say the new words in a simple sentence: "He yawns." several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.

2. Say the word and the article that goes with it several times, as you indicate the object. For example, say: "To yawn, to yawn, to yawn." 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 yawn when I am tired or bored."

4. Check students' comprehension by asking direct questions.
For example, *What are they doing? Do you like to compete? When do you yawn?*

This and These are near.
That and Those are far.



	Near	Far
1 Singular	<p>This boy has a green shirt.</p> <p>This is a keyboard.</p> <p>This _____</p>	<p>That girl wears yellow.</p> <p>That is a full classroom.</p> <p>That _____</p>
2 Plural	<p>These are Internet ads.</p> <p>These facts are true.</p> <p>These _____</p>	<p>Those windows are open.</p> <p>Those teams compete.</p> <p>Those _____</p>

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2D. Grammar

Note: **This** and **these** are words used for things relatively near the speaker. **That** and **those** are used for things farther from the speaker.

Point to the picture and say “**This** boy has a green shirt. **That** girl wears yellow.”

Model, Repeat and **Solo** all forms shown on the chart. Ask learners to fill in the blanks to complete the sentences with objects that are near and far.

Describe pictures with this/that/these/those.

Near	1 	2 	3 	4 	5 
Far	6 	7 	8 	9 	10 

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2E. Grammar and Vocabulary Practice

Ask the students to describe the pictures; 1-5 are near, 6-10 are far.

Answers

1. These are screens.
2. These are dishes.
3. This is an ad. OR This is an advertisement.
4. This is a belt.
5. This is a mouse.
6. Those are fans
7. That is a scale.
8. Those are socks.
9. Those are sandals.
10. That is a keyboard.



Agree or Disagree

Opinion	Agree	Disagree
A I think email is the best way to communicate.	I agree because it's fast and easy to understand.	I disagree because it's better to talk in person.
B I think tea is a really good drink.	I agree because it tastes good.	I disagree because it tastes bad.
C I think phones are _____.	I agree because _____.	I disagree because _____.
D I think the best team is _____.	I agree because _____.	I disagree because _____.

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2F. Grammar

Facts are something that can be proven. Opinions are subjective and vary from person to person.

Model, Repeat, and Solo the pronunciation of all forms shown on the chart. Ask learners to fill in the blanks for C and D.

 Listen and repeat.

A: Hi **Roy**. I like your **office, it's so big!**
B: **Actually, I disagree. I think it's too small.**
A: **Really? OK.** What's this **photo on your computer screen?**
B: This is **my soccer team and our coach.**
A: It's a **good photo.**
B: Yes, I agree, **because we all look happy.**
A: What are those **papers on the wall?**
B: Those are **some advertisements I wrote for work.**
A: Wow, very interesting! Thanks for showing me those things.




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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/ spelled oy	2. /aw/	3. Challenge
enjoy	yawn	
boy	lawn	
toy	saw	
joy	crawl	
soy	draw	



4. I don't enjoy raw soybeans, I like them cooked.
5. We saw the boy's toys on the lawn.



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4A. Pronunciation - Sound and Spelling

Note: The pictures show toys on a lawn and raw soybeans.

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/ enjoy, boy, toy, joy, soy). 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. - — -
screen	keyboard	opinion
mouse	question	computer
team	answer	competed
coach	yawning	tomorrow

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4B. Hum and clap the stress.

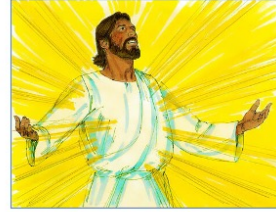
Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

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.

God Promises the Messiah -

[Psalm 16:10-11](#); [22:19-21](#); [Isaiah 7:14](#); [9:6-7](#); [42:1-7](#); [49:5-7](#); [53:1-12](#); [Daniel 7:14](#)



The Jews sacrificed animals, but God planned a better sacrifice for people's sins. He sent his prophets to tell people about it. God told the prophets that this new, perfect sacrifice would not be made with animals, but with a special person called the "Messiah." Then God would raise the Messiah from the dead.


But the Messiah did not come during the time of any of those prophets. More than 400 years after the last prophecy, at exactly the right time, God sent the Messiah, his son Jesus, into the world.

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5A. Read Story

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.

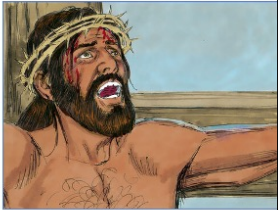

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.

 Jesus' death and resurrection was all God's plan to make the New Covenant, so he could save people who had sinned against him.

God's prophets wrote many things about this Messiah before he was born; here are some of them:

He will live a perfect life, then suffer and die for people's sins, like a sheep for sacrifice.


[\(Isaiah 53:1-12\)](#)



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5B. Read Story

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

 He will be born to a virgin and called Immanuel which means, "God with us."
([Isaiah 7:14](#))

He will be called Wonderful Counselor, Mighty God, Prince of Peace.
([Isaiah 9:6](#))

He will be filled with God's Holy Spirit.
([Isaiah 42:1](#))




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5C. Read Story

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

 He will be a servant and a light to the people of every nation.
([Isaiah 42:6-7](#); [49:5-7](#))

He will defeat death.
([Psalm 16:10-11](#); [22:19-21](#))



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5D. Read Story

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

He will be a descendent of King David. He will rule forever, in a kingdom of peace, joy, goodness and justice.

([Isaiah 9:7](#))

He is given authority, glory and power. People from every nation and language group will serve him.

([Daniel 7:14](#))



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5E. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. **When finished with the story, ask if the learners have any questions or comments about it.**

Next slide has story questions.



Answer the questions



1. How did God say the new sacrifice would be made?
2. How is the Messiah like a sheep?
3. Who will worship the Messiah?
4. Why do you think God told his prophets about the Messiah hundreds of years before Jesus was born?
5. Why do you think God wants to save people who sinned against him?
6. What do you think about this Messiah?

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5F. Story Questions

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

Answers:

1. The new sacrifice would not be made with animals but through a special person.
2. He will die like a sheep as a sacrifice for sin.
(Explain that this sacrifice, Jesus Christ, is called the Lamb of God. When he sacrificed his life for our sins, the effect is permanent. We as Christians no longer need to sacrifice animals because the payment for our sins was finished at the cross.)
3. All countries and people who speak every language.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary. You might ask them if they understand the sacrifice Jesus made and if they understand and accept his gift of salvation.

Ask if they have any other questions or comments about the story.
We will read more about Jesus in the next lessons.

Listen to the ad and answer the questions.



1. What does Shawn want?
2. What is his opinion of soy?
3. When did he start to eat soy?
4. What is one fact about soy?
5. What are two different forms of soy?
6. What is the address?

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Law
soymilk
boy
enjoy
gnaw
soybeans
draw
raw
yawn
Shawn
brawny
toy
joy
tofu
oil
straw

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6A. Activities – Listening and writing sound/spelling words /oi/ spelled oy and /aw/

Read the ad script below at least twice as students listen and answer the questions. Students may not look at the script. You may hide the word box to make the exercise more difficult.

"Hello! I'm Shawn, owner of Shawn's Soy Store and I want you to enjoy soy! In my opinion, soybeans are the best food in the world. People often ask me why I'm so handsome and brawny. I tell them it's because I started to eat soy as a boy, and I still eat soy every day. I like to gnaw on dried soybeans and eat tofu made of soy. I even put soy candles on my birthday cake. Soy gives me energy, so I rarely yawn. Here are some facts about soy: Fact #1: Soy costs less than meat, so you can enjoy soy and not spend a lot of money.


Fact #2: Soy has many different forms: *You can eat it with a fork, You can drink it with a straw. Tofu, oil and soymilk, Shawn's Soy sells them all!*

So come to Shawn's Soy Store today at 72 Law Street and enjoy soy!"


Answers:

1. He wants you to enjoy soy. **Or** He wants you to come to his store.

2. Soybeans are the best food in the world. 3. He started to eat soy as a boy. 4. Soy costs less than meat. **Or** Soy has many different forms. 5. Soymilk, tofu, oil, soybeans, and candles are different forms of soy. 6. The address is 72 Law Street.

 **A. Role-Play – Soccer (Football) Coach**

You are coaching a soccer team that will compete in a big game next week. You want to make sure that your players are prepared. You have to communicate with your player by asking the following questions.



1. How do you feel?
2. What position do you like playing the most?
3. What do you watch during the game?
4. How often are you practicing?
5. How do you communicate with your team?
6. How do you help your teammates?
7. Do you agree that it is important to win this game?
8. In your opinion, what is the best pro soccer team?

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6B. Activities – Pair Work

Role-Play between a soccer coach and a player.

Partner A will play the part of a coach talking to a soccer player. Partner A will ask questions from this slide and write Partner B's answers.

Check answers for correct grammar and punctuation.



B. Role Play – Soccer (Football) Player

You are a soccer player on the coach's team. You are competing in a big game next week. You want to be prepared so you can win. Ask your coach these questions.



1. How often do I need to practice?
2. What should I look at during the game?
3. What is your opinion of the other team?
4. How do you think we can win this game?
5. What can I do to be a better soccer player?
6. How can our team compete better?
7. How can I communicate better with you?
8. I think we are faster than the other team, do you agree?

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6B. Activities - Role Play

Role-Play between a soccer coach and a player.

Partner B will play the part of a soccer player. Partner B will ask questions from this slide and write Partner A's answers. Check answers for correct grammar and punctuation.

Game – Agree or Disagree!

I think the weather is nice today.

I disagree because I feel it's too cold.

I think our English class is great.

I agree because we learn a lot!

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7. Game – Guess the pictures

Players take turns giving opinions using “I think” and their partner has to agree or disagree and give a reason. Players get 1 point for each complete sentence with a good reason.

You may give them a list of topics or to make it more challenging, they can make up their own list of opinions before they start to play.

Topics can include:

English is easy to learn.

Rock music is the best.

Mexican food is too spicy.

Dogs are good pets.

Kids should not use mobile phones.


Eating vegetables is healthy.







Soccer is a fun sport.

Water is better than soda, etc.

The object of the game is to give as many opinions as possible in five

minutes.

 **1A. Homework** – Write an opinion about the pictures.

<p>1</p> <p>This fruit weighs 180 g.</p> 	<p>I think this fact is correct because the scale reads 180.</p>	<p>4</p> <p>I like that team.</p> <p>I like it, too.</p> 	
<p>2</p> 		<p>5</p> <p>I like that team.</p> <p>I don't like it.</p> 	
<p>3</p> 		<p>6</p> <p>This fruit is beautiful.</p> 	

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

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 for Homework 1A.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, contain an opinion such as "I think" or "I feel" and use the following words:

2. yawn

3. compete
4. agree
5. disagree
6. opinion

1B. Write about the pictures with **This, That, These** or **Those**.

<p>7</p> 	<p>That advertisement is for shoes.</p>	<p>10</p> 	
<p>8</p> 		<p>11</p> 	
<p>9</p> 		<p>12</p> 	<p>25</p>

Homework 1B. - Write sentences using the pictured vocabulary words with This, That, These or Those.

Students will write a sentence for each picture to practice the lesson's vocabulary words.

Number seven is an example for Homework 1B.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, contain This, That, These or Those, and use the following words:

- 8. keyboard
- 9. coach
- 10. mouse
- 11. team
- 12. screen

2. Mark each sentence as Fact or Opinion.

1	That computer costs \$300. F	8	English is an easy language.
2	It is 50 degrees Fahrenheit.	9	The Bible has many prophecies.
3	This ice cream has sugar.	10	This ice cream is delicious.
4	The ad is on the radio.	11	The advertisement is funny.
5	That team has 6 players.	12	That team is great.
6	That is the best computer.	13	That class starts at 10:30.
7	It is too cold outside today.	14	Learning English is fun.

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Homework 2 - Grammar

Note: Facts are something objective that can be proven. Opinions are subjective and vary from person to person. Learners will write F or O next to each sentence. Number one is an example.

Answers:

- 2. F
- 3. F
- 4. F
- 5. F
- 6. O
- 7. O
- 8. O
- 9. F
- 10. O
- 11. O
- 12. O

- 13. F
- 14. O

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

Questions	Answers
1. Why do you disagree with my color choice?	I disagree because I like red better than blue.
2. _____ advertisement _____	
3. _____ compete _____	
4. _____ coach _____	
5. Do you agree _____	
6. What's your opinion about _____	

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Homework 3. – Conversations - Pair work

First, students complete writing the questions with their own words. Then ask students to interview a partner and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.

Number 1 is an example.

Questions and answers will vary, but may include:

- 2. Is this advertisement a good one for children?
- 3. Do you compete in soccer?
- 4. Is that coach fair to his players?
- 5. Do you agree with the teacher?
- 6. What's your opinion about the Messiah?



4. Answer and say the sentences. Then mark the /oi/ and /aw/ sounds.

A. Can you draw a boy on the board?	Yes, I can draw a boy.
B. Which law is the most important?	
C. What is something you saw last night?	
D. When do babies start to crawl?	
E. What's your opinion of raw fish?	
F. When do you feel the most joyful?	
G. Who enjoys playing with toys?	

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

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

Answers will vary. Learners should mark the following sounds:

- A. Can you draw **aw** a **oy** on the board?
- B. Which **law** is the most important?
- C. What is something you **saw** last night?
- D. When do babies start to **crawl**?
- E. What's your opinion of **raw** fish?
- F. When do you feel the most **joyful**?
- G. Who **enjoys** playing with **toys**?

 **6A. Homework – Choose 1 verse to memorize.**

A

He took the punishment we deserved, and this brought us peace. We were healed because of his pain.

[Isaiah 53:5B ERV](#)

B

He was treated badly, but he never protested. He said nothing, like a lamb being led away to be killed. He was like a sheep that makes no sound as its wool is being cut off.

[Isaiah 53:7A 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. Homework – Choose 1 verse to memorize and read the next verses.**

C

This will happen when the special child is born. God will give us a son who will be responsible for leading the people. His name will be “Wonderful Counselor, Powerful God, Father Who Lives Forever, Prince of Peace.” [Isaiah 9:6 ERV](#)

Read the next lesson’s Bible verses: [Luke 1:5-80](#) 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.

Students will always read the Bible lesson in their first language 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.

Tips for Good Communication



God created us with the ability to communicate with him and with other people. Communication is an important skill that helps us share our thoughts and feelings with others. In today's world, there are many ways we can communicate, such as using a computer, a phone, talking in person, and reading or writing letters. Our communication can help or hurt other people.

Many messages compete to communicate with us, but not all messages are true or helpful. There are advertisements everywhere, on screens, radios, signs and t-shirts that tell us to buy things. We do not really need most of these things. When we see or hear an ad, we can check to see if the words are true facts or just opinions and feelings.

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Homework 7A. – Everyday Reading and Writing

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



7B. Read and answer the questions on the next slide.

We need to be careful about what we say and write. We can share our opinions quickly through emails, texts and social media. Sometimes when we feel angry we can write things that hurt other people. It is better to stop, pray, and wait until you are calm before you write an angry message. Here are three tips to help you communicate well:

1. Listen carefully to what others say to you.
2. Stop and think before you speak or write.
3. Use words that are true and helpful.

The Bible reminds us, "Speak without thinking, and your words can cut like a knife. Be wise, and your words can heal." (Prov 12:18 ERV)
Let's be wise with our words today.

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Homework 7B. – Everyday Reading and Writing

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

 **7C.** Answer the questions about communication.



- A. What is communication?
- B. Where can we find advertisements?
- C. What can happen if you speak or write when you are angry?
- D. What does the Bible say about communication?
- E. What do you think is the most important communication tip?
- F. Which advertisements do you think are true? Why?

Homework 7C. – Everyday Reading and Writing

The learners will answer the questions.

Answers:

- A. Communication is a skill that helps us share our thoughts and feelings with others.
- B. We can find ads on the radio, screens, t-shirts, signs, papers, etc.
- C. You can say things that hurt other people.
- D. "Speak without thinking, and your words can cut like a knife. Be wise, and your words can heal."
- E. Answers will vary.
- F. Answers will vary.



9. Homework – Now I Can...

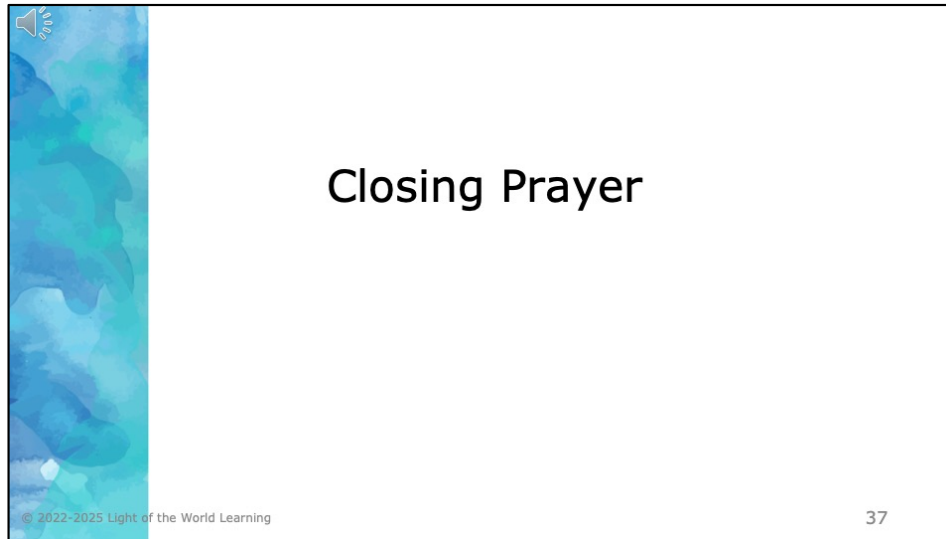
- I can talk about communication.
- I can understand, say, read, and write the 12 vocabulary words.
- I can express my opinion, agree and disagree.
- I can understand that Jesus Christ is the Messiah who was sent to save us.

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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

Acknowledgements

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

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Bible story and pictures on slides 14-19 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>