



Teacher's Notes:

Bible Reading: Birth of John - [Luke 1:11-46; 57-66](#)

Theme: Home

Pronunciation: /cher/ spelled ture and /shun/ spelled -tion

Grammar: Prepositions in/at/under/on/next to/near/in front of/above/around.

Preparation:

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring samples of furniture, as well as pictures of houses, fences, gardens, elevators, etc.



Pray, Review, and Preview

Bible Reading: Birth of John - [Luke 1:5-80](#)

Theme: Houses and Buildings

Pronunciation: /cher/ spelled ture and /shun/ spelled tion

Grammar: Finding things in common with So/Neither;
Prepositions Review

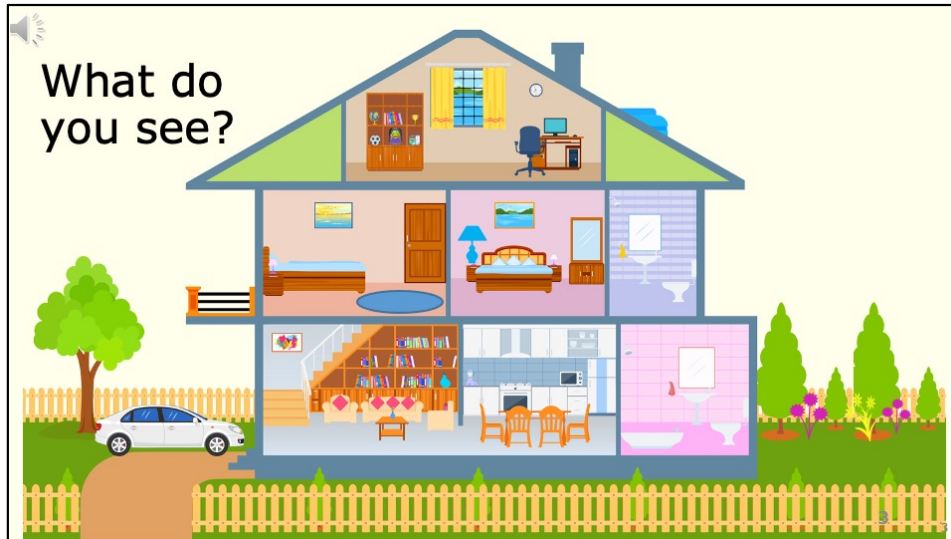
Pray

Pray for the class. You may want to thank the Lord for a place to live and for our true home in heaven.

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 reading in their native languages in preparation for the lesson.

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



1A. Discuss Theme Picture.

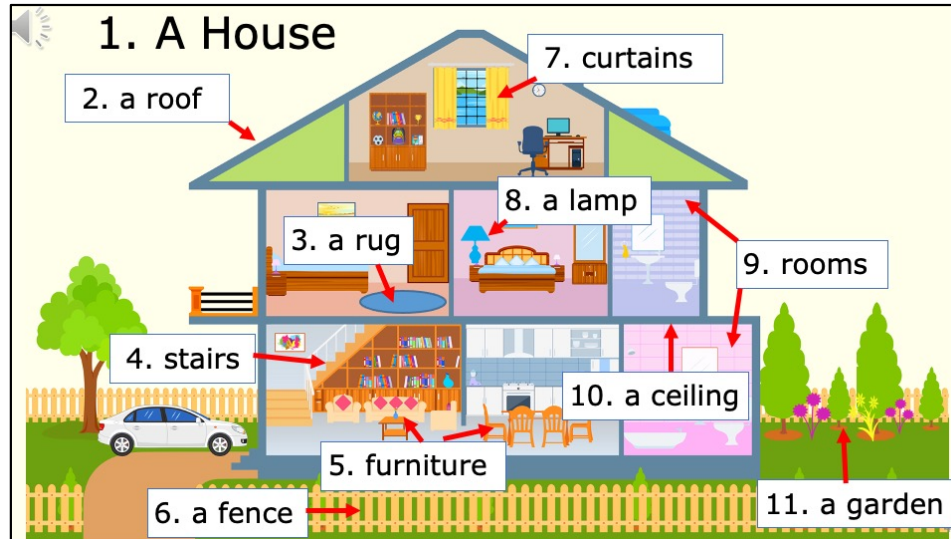
Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.

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

Answers may include: **house, stairs, rooms, lamp, curtains, roof, garden, rug, ceiling, fence, furniture,** etc.

More advanced students can be encouraged to make complete sentences:

There are seven rooms in the home. There is a fence around the house. There is a blue rug in the bedroom. There are yellow curtains upstairs. There is furniture in the kitchen and living rooms.







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 room	a lamp	a roof	a garden
Our house has four rooms.	The lamp on the table gives us light.	The roof is on top of the house.	I grow flowers and vegetables in my garden.
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2A. Vocabulary

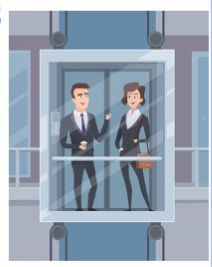



1. Say the new words in a simple sentence: "This is a room." several times, while indicating the picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.

2. Say the word several times, as you indicate the picture. For example, say: *a room, a room, a room*. 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, *"Our house has four rooms."*

4. Check students' comprehension by asking direct questions. For example, *What is this? Where's the roof? Is this a room?*

Listen and repeat.

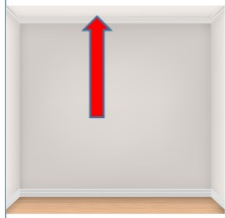
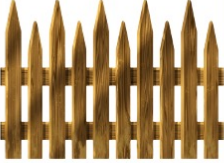


5 	6 	7 	8 
an elevator	a curtain	a rug / a carpet	furniture
The elevator takes us up and down.	The green curtains are in front of the window.	We have a small rug and a big carpet on the floor.	Tables, chairs and sofas are furniture.

2B. Vocabulary

Note: Carpets are usually larger than rugs, but both are put on the floor.

- 1. Say the new words in a simple sentence:** "This is an elevator." 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 several times,** as you indicate the picture. For example, say: *an elevator, an elevator, an elevator.* 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 elevator takes us up and down."
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Where's the elevator? Is this an elevator?*

Listen and repeat.

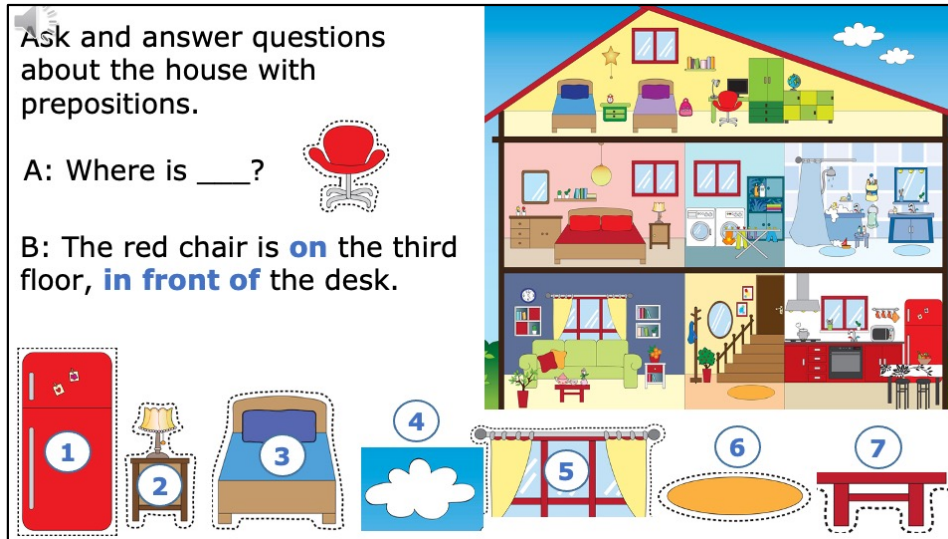
9 	10 	11 	12 
a ceiling	a fence	a stair	to rent
The ceiling is above the room.	The fence is around the garden.	I climb up many stairs to the 2 nd floor.	She rents an apartment for \$800 per month.

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2C. Vocabulary

Note: “To rent” is to pay the money to the owner to use a house, building, car or land.

- 1. Say the new words in a simple sentence:** “This is a ceiling.” 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 several times,** as you indicate the picture. For example, say: *a ceiling, a ceiling, a ceiling*. 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 ceiling is above the room.”
- 4. Check students’ comprehension by asking direct questions.** For example, *What is this? Where’s the ceiling? Do you rent your home?*




2D. Grammar - Review prepositions to describe locations

Students may use prepositions of place: In/at/under/on/next to/near/in front of/above/around

Answers will vary but may include:

1. Where is the red fridge (refrigerator)? The red fridge is in the kitchen behind the table, next to the microwave.
2. Where is the lamp? The lamp is on the brown table in the bedroom, below the window, on the second floor.
3. Where is the blue bed? The blue bed is on the third floor next to the green table.
4. Where is the cloud? The cloud is above the roof in the sky.
5. Where are the yellow curtains? The yellow curtains are in front of the window on the first floor. OR Where is the window? The window is behind the yellow curtains.
6. Where is the orange rug? The orange rug is on the floor, in front of the stairs.

7. Where is the red table? The red table is in front of the green sofa, on the first floor.

 **Agreeing with Positive Statements**
So + Auxiliary + Subject

	Auxiliary	Person A	Person B
1	Present Simple:	I like the white curtains.	So do I.
2	Do	He wants a huge garden.	So do I.
3	Past Simple:	We needed to paint our fence.	So did I.
4	Did	She cleaned the carpet.	So did Adam.
5	Be	I am buying a new lamp.	So is Joe.
6	Can	He can climb 50 stairs.	So _____ I.
7	Will	I will rent a house in April.	So _____ I.

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2E. Grammar – Agreeing with So + Auxiliary Verb + Subject


We can use **So** to agree or express commonalities. An auxiliary verb helps the main verb and is also called a "helping verb." Auxiliary verbs are: *be, do, have, will, shall, would, should, can, could, may, might, must, ought*, etc.

The Auxiliary for present simple verbs is **do/does**. The Auxiliary for past simple verbs is **did**.

Answers:

6. can

7. will

 Agreeing with Negative Statements Neither + Auxiliary + Subject			
	Auxiliary	Person A	Person B
1	Present Simple:	I don't like the white curtains.	Neither do I.
2	Do	She doesn't want a huge garden.	Neither ____ I.
3	Past Simple:	We didn't paint our fence.	Neither ____ he.
4	Did	She ____ clean the carpet.	Neither did I.
5	Be	I ____ not buying a new lamp.	Neither is she.
6	Can	He can't climb 50 stairs.	Neither ____ I.
7	Will	I ____ rent a house in April.	Neither will I.

2F. Grammar – Agreeing with Neither + Auxiliary Verb + Subject

We can use **Neither** to agree or express commonalities. An auxiliary verb helps the main verb and is also called a "helping verb."
 Auxiliary verbs are: *be, do, have, will, shall, would, should, can, could, may, might, must, ought, etc.*

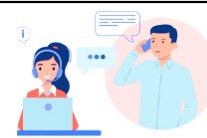
The Auxiliary for present simple verbs is **do/does**. The Auxiliary for past simple verbs is **did**.

Answers

2. do
3. did
4. did not/ didn't
5. am
6. can
7. will not / won't



Listen and repeat.



A: Hi, I'm calling about **the apartment** for rent.

Is it still available?

B: Yes. The rent is **\$1,000 per month**. It has **all new carpet and curtains and there's a garden behind the building**.

A: Are there **many stairs**?

B: **Yeah. It's on the 5th floor so there are a lot of stairs, but we also have an elevator to go up and down.**

A: Great! Can I come to see it **today**?

B: Sure, I can show it to you at **1:00**.



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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./cher/ spelled ture	2. /shun/ spelled tion	3. Challenge
temperature	vacation	
furniture	nation	
future	education	
nature	caution	
picture	action	

4. Please take a picture of the furniture.
5. Good education for children can help the future of our nation.

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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 **-ture** and say /cher/ /cher/ /cher/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/cher/ temperature, furniture, future, nature, picture). 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.

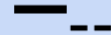
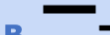
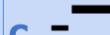
3. Solo: Call on individuals to say a sound and its word group. Give lots of praise. Then ask students to read the sentences.

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. 
parking lot	curtains	around
furniture	ceiling	above
anything	carpet	to rent
radio	fences	a roof
swimming pool	neither	a stair

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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 Birth of John.
[Luke 1:5-80](#)



In the past, God spoke to his prophets so they could speak to his people. Then came 400 years of silence in which he did not speak to men. Then God sent an angel to a priest named Zechariah. Zechariah and his wife, Elizabeth, honored God. They were very old, and she had never had a child. The angel said to Zechariah, "Your wife will have a son. You will name him John. God will fill him with the Holy Spirit, and John will prepare the people for the Messiah!"

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5A. Bible Reading

Be sure students have already read this story in their native language, 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.

- 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.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.



Zechariah replied, "My wife and I are too old to have children! How can I know you are telling me the truth?"



The angel said, "I am Gabriel. God sent me to bring you this good news. Because you did not believe me, you will not be able to speak." Immediately, Zechariah was unable to speak. The angel left Zechariah. After this Zechariah returned home and his wife became pregnant. She did not go out of her house for five months. She said, "Look what the Lord has done for me! He decided to help me. Now people will stop thinking there is something wrong with me"

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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.

When Elizabeth was six months pregnant, God sent the same angel to Elizabeth's relative, named Mary. She was a virgin and was engaged to be married to a man named Joseph.



The angel said, "You will become pregnant and give birth to a son. You will name him Jesus. He will be the Son of the Most High God and will rule forever. His kingdom will never end"

Mary replied, "How will this happen? I am still a virgin."

The angel explained, "The Holy Spirit will come to you, and the power of God will cover you. So the baby will be holy, and he will be the Son of God. And here's something else: your relative

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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.

Elizabeth is pregnant. She is very old but she is going to have a son. God can do anything!"

Mary believed what the angel said. Soon after this happened, Mary went to visit Elizabeth. As soon as



Mary greeted her, Elizabeth's baby jumped inside her. Then Elizabeth said, "God has blessed you more than any other woman. Great blessings are yours because you believed what the Lord said to you!" Mary said, "I praise the Lord with all my heart. God has helped Israel. He will never forget his promise to be kind to us."

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.

Mary stayed with Elizabeth for about three months and then went home. When it was time for Elizabeth to give birth, she had a boy. Her neighbors and relatives heard that the Lord was very good to her, and they were happy for her. When the baby was eight days old, they came to circumcise him. They wanted to name him Zechariah, because that was his father's name. But his mother said, "No, he will be named John." The people said to Elizabeth, "But no one in your family has that name."



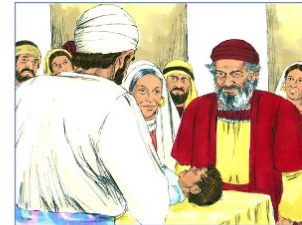
5E. Bible Reading

- 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.

Then they made signs to his father. "What would you like to name him?" Zechariah asked for something to write on. Then he wrote, "His name is John." Everyone was surprised.



Then God made Zechariah able to speak again. Zechariah said, "Praise God, because he has remembered to help his people! You, my son, will be the prophet of the Most High God. You will tell the people how they can receive forgiveness for their sins!"



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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.



Answer the questions.

1. What was the angel's message to Zechariah?
2. Why did Zechariah doubt the angel's message?
3. What did Zechariah and Elizabeth name their baby and why?
4. What did the angel tell Mary?
5. What can you learn from Zechariah, Elizabeth, and Mary?
6. Do you believe or doubt God's promises? Why?

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5G. 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 answer.

Answers:

1. The angel said to Zechariah, "Your wife will have a son."
 2. Zechariah did not believe the angel because both he and his wife were very old.
 3. Zechariah and Elizabeth named their baby John because that was the name given by the angel.
 4. The angel said "So the baby will be holy and he will be the Son of God."
- Answers will vary for 5 and 6



Listen and answer the questions.

1. What will Beth hang in the bedroom?
2. What will Beth put in the living room?
3. What is the condition of the house?
4. Where does Beth work?
5. What do Beth and Gabe both love?
6. What is the first and last thing Gabe says?



situation
National
nature
congratulations
station
temperature
future
furniture
pictures
condition
location

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6A. Activities – Dictation of sound/spelling words

Read the script three times as students listen. They can write the answers on paper or electronic devices. Students should NOT read the script. You may remove the word box to make the exercise more challenging.

A: Hi Gabe. I'm so happy. I just rented the perfect house and it's not expensive!

B: Congratulations, Beth! That sounds wonderful. Tell me all about it.

A: The house is in really good condition. They just painted all the walls and ceilings. The bedroom has lots of space to hang my pictures, and I can fit all my furniture in the living room.

B: Wow! I have so many questions. What about the kitchen?

A: The kitchen has a breakfast station. I can change the temperature with a smart thermostat so it's always comfortable, and there's even an extra bedroom in case our family grows in the future.

B: How is the neighborhood?

A: It's a great location. It's close to my job at the National Bank and it's next to a big park with gardens. It will be great to hang out there, because you know how I love nature.

B: Yes, I do, too. I'm so happy because this is a great situation for you. Congratulations!

Answers: 1. She will hang all her pictures. 2. She can fit all her furniture. 3. It's in really good condition. 4. She works at the National Bank. 5. They both love nature. 6. Gabe says, "Congratulations!"

Partner A- Find 9 differences in the rooms.

- A. Room A has some books on the rug.
- B. Room B does not. Room B has books on the shelf.
- A. So does Room A!

Room A		Room B Differences <ul style="list-style-type: none">1 No books are on the rug.23456789
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6B. Activities – Find the differences

Partner A will use this slide and Partner B will use the next slide. Each slide has a slightly different picture. The students cannot look at one another's pictures, but will ask questions to find and write at least 9 differences between the pictures. Number 1 is an example.

Answers will vary, but may include:

- A lamp is in front of the window.
- A picture of a flower on the wall.
- The room is clean.
- No book is on the bed.
- No papers are on the floor.
- No cups are on the floor.
- No dirt is on the window.
- The curtain is clean.
- No slippers are on the rug.
- No book is next to the plant.

No book is next to the radio.
No pencils are on the desk.

Partner B- Find 9 differences in the rooms.

- A. Room A has some books on the rug.
- B. Room B does not. Room B has books on the shelf.
- A. So does Room A!

Room B		Room A Differences 1 Some books are on the rug. 2 3 4 5 6 7 8 9
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6C. Activities – Find the differences

Partner B will use this slide and Partner A will use the previous slide. Each slide has a slightly different picture. The students cannot look at one another's pictures, but will ask questions to find and write at least 9 differences between the pictures. Number 1 is an example.


Answers will vary, but may include:

- A book is next to the plant.
- No picture of a flower is on the wall.
- The room is dirty.
- The bed is messy.
- Papers are on the floor.
- A cup is on the floor.
- The window is dirty.
- The curtain is dirty.
- Slippers are on the rug.
- A head is on the computer screen.

A yellow book is next to the radio.
Some pencils are on the desk.

Game: We have so much in common!

Sentence	Same	Different
1. I love _____	So do I.	Oh, I don't
2. I don't _____	Neither do I.	Oh, I do.
3. I am _____		
4. I can't _____		
5. I was _____		
6. I'm not _____		
7. I will _____		



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7. Game – We have so much in common!

In this game, pairs of students have 5 minutes to find at least 5 things in common with their partner using the correct verbs.

Read rows 1 and 2 of the table and the picture to review so/neither. Then ask students to complete the sentences in the first column with things that are true about themselves. Now, tell students that they want to find things in common with their partner. When they find something that is the same, they give their partner a fist bump, high-five, thumbs up or other culturally appropriate sign of agreement.

Model with a student:

Teacher: I love chocolate. (Offer hand for a fist bump).

Student: So do I! (Gives you a fist bump)







Teacher: I am an English teacher. (Offer hand for a fist bump).

Student: Oh, I'm not. (Does not give you a fist bump).

The pair with the most things in common wins. They get to tell the

class all the things they have in common. Or if you are just playing with one teacher and one student, the student wins if they correctly use the auxiliary verb and fist bump five times.

1A. Homework – Write about the pictures with prepositions: In, on, far, under, around, above.

<p>1</p> 	<p>The ceiling is above the floor.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	<p>25</p>

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 a preposition with the following words:

- 2. elevator

3. to rent
4. fence
5. stair
6. furniture

1B. Homework – Write about the pictures with prepositions: near, between, in front of, behind.


7 		10 	
8 		11 	
9 		12 	26

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 prepositions with the following words:

- 7. garden
- 8. lamp
- 9. curtain
- 10. rug/carpet
- 11. roof
- 12. room

 2A. Use so or neither.		
	Person A	Person B
1	Mary was pregnant.	So was Elizabeth.
2	Zechariah saw an angel.	
3	Elizabeth was not young.	
4	Elizabeth didn't have a baby before.	
5	Joseph was engaged to be married.	
6	Mary was happy.	
7	Mary asked Gabriel a question.	
8	Zechariah honored God.	27

Homework 2A. – Grammar and Vocabulary Review

Students may look back at the Bible reading to answer the questions. Names and pronouns may vary but the verbs should always agree in tense and use the same auxiliary verb. Answers may include:

2. So did Mary.
3. Neither was Zechariah.
4. Neither did Mary.
5. So was Mary.
6. So were Elizabeth and Zechariah.
7. So did Zechariah.
8. So did Elizabeth.

23. **Where is the bird?**


A. next to / beside
 B. around
 C. behind
 D. between
 E. under
 F. below
 G. in front of
 H. in / inside
 I. above
 J. on

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Homework 2B. – Use prepositions to describe locations.

Answers

1. J. - The bird is on the roof. OR, The bird is on the house.
2. I. - The bird is above the house.
3. F. - The bird is below the house
4. C. - The bird is behind the house.
5. D. -The bird is between the two houses.
6. H. -The bird is in (inside) the house.
7. E. -The bird is under the house.
8. B. -The bird is around the house.
9. G. -The bird is in front of the house.
10. A. -The bird is next to (beside) the house.

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

Questions	Answers	Follow-up
1. Does your garden have flowers?	No, but I want to plant some soon.	What kind?
2. _____ stairs _____		
3. What is next to _____		
4. _____ an elevator		
5. _____ rent _____		
6. What is around _____		
7. _____ a fence _____		

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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 and ask a follow-up question. Then they will switch roles and answer their partner’s questions. Check answers for correct grammar and punctuation.

Number 1 is an example.

Their questions will vary, but may include:

2. How many stairs are in your home?
3. What is next to the kitchen?
4. Do you have an elevator at school?
5. Do you rent your home?
6. What is around your house?
7. Is there a fence around the garden?

 4. Answer and say the sentences. Mark the /cher/ and /shun/ sounds.

A. How is the temperature today?	The temperature is cold.
B. Where can you go on vacation?	
C. Will you travel in the future?	
D. What furniture do you need?	
E. What are your plans for more education?	
F. Which nations would you like to visit?	

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

This homework practices writing, spelling, and pronouncing the /cher/ spelled **ture** and the /shun/ spelled **tion** sounds.

Answers will vary. Learners should mark the following sounds:

- A. How is the temperature today? The temperature is cold.
- B. Where can you go on vacation?
- C. Will you travel in the future?
- D. What furniture do you need?
- E. What are your plans for more education?
- F. Which nations would you like to visit?



Write some sentences about the people in this painting on the previous slide, Homework 5.

6A. Choose 1 Verse to Memorize

A

"Great blessings are yours because you believed what the Lord said to you! You believed this would happen." [Luke 1:45](#)
ERV

B

Mary said, "I am the Lord's servant. Let this thing you have said happen to me!" Then the angel went away. [Luke 1:38](#)
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

“Now you, little boy, will be called a prophet of the Most High God. You will go first before the Lord to prepare the way for him.”

[Luke 1:76](#) ERV

- Read the next lesson’s Bible verses: [Matthew 1:18-24](#); and [Luke 2:1-20](#) in your language.

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

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

Students must always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don’t have one. They may also use Bible.IS or other Bible translation resources.

7A. Read and answer the questions.

Home Safety



Did you know that most accidents happen at home? It might seem strange, but your home can be a dangerous place. Learning how to avoid fires, how to prevent falls, and how to keep children safe from sharp tools and dangerous products is important.

It's easy to make some small changes in your house or apartment to make it safer for you and your loved ones.

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Homework 7A. – Everyday Reading and Writing

The learners will read the article and answer the questions.

7A. Read and answer the questions.

Here are some home safety tips:


Do not let lamps touch curtains because they can catch on fire. Do not run lamp wires under the carpet or rugs. That might start a fire. Do not leave lamp cords on the carpet, where you walk, or you might trip and fall. Do not climb alone onto the roof to make repairs. You can fall. Always ask someone to help you. Keep stairs well-lit and free from clutter. If you live in an apartment, do not use the elevator during a fire or during a bad storm. The electric power can stop and you can get stuck in the elevator. Keep chemicals, garden tools, and knives away from children. In other words, always choose safety first!

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Homework 7A. – Everyday Reading and Writing

The learners will read the article and answer the questions on the next slide, 7B.

 **7B. Answer the home safety questions.**


- A. Why should you not climb on a roof alone?
- B. Why keep stairs well-lit and clutter free?
- C. When should you NOT use an elevator? Why?
- D. Why keep lamp wires from running under rugs?
- E. How can you make a home safe for children?
- F. Why keep lamps away from curtains?
- G. How can you make your home safer?

Homework 7B. – Everyday Reading and Writing

The learners will read the home safety tips and answer the questions.

Answers:

- A. You can fall from the roof.
- B. Keep stairs well-lit and clutter free to prevent a fall.
- C. Do not use an elevator during a storm or fire because loss of power could cause the elevator to stop working.
- D. Keep lamp wires from running under rugs to prevent a fire.
- E. Keep chemicals, knives, and tools safely out of reach of children.
- F. Keep lamps away from curtains to prevent fires.
- G. Answers will vary.



9. Homework – Now I Can...

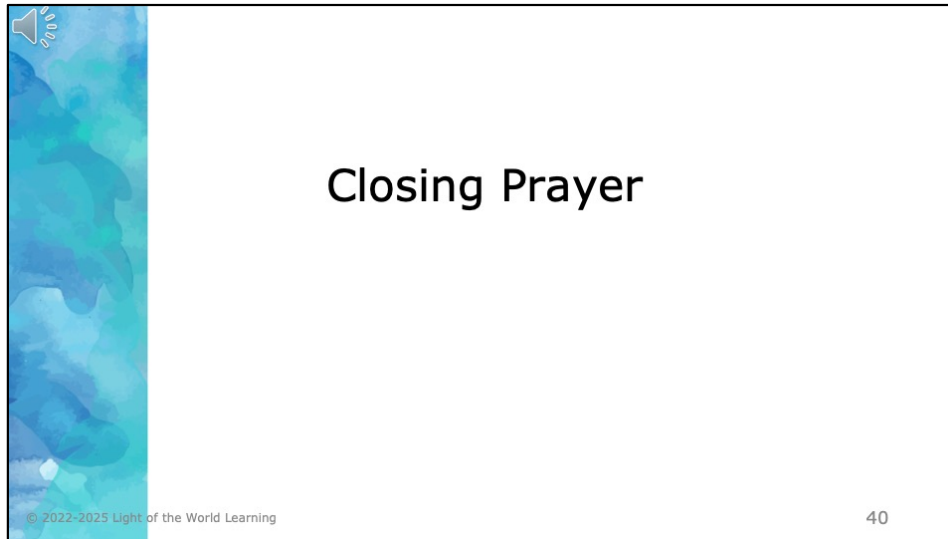
- I can describe homes and buildings.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use prepositions to describe locations.
- I can understand more about the birth of John.

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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

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