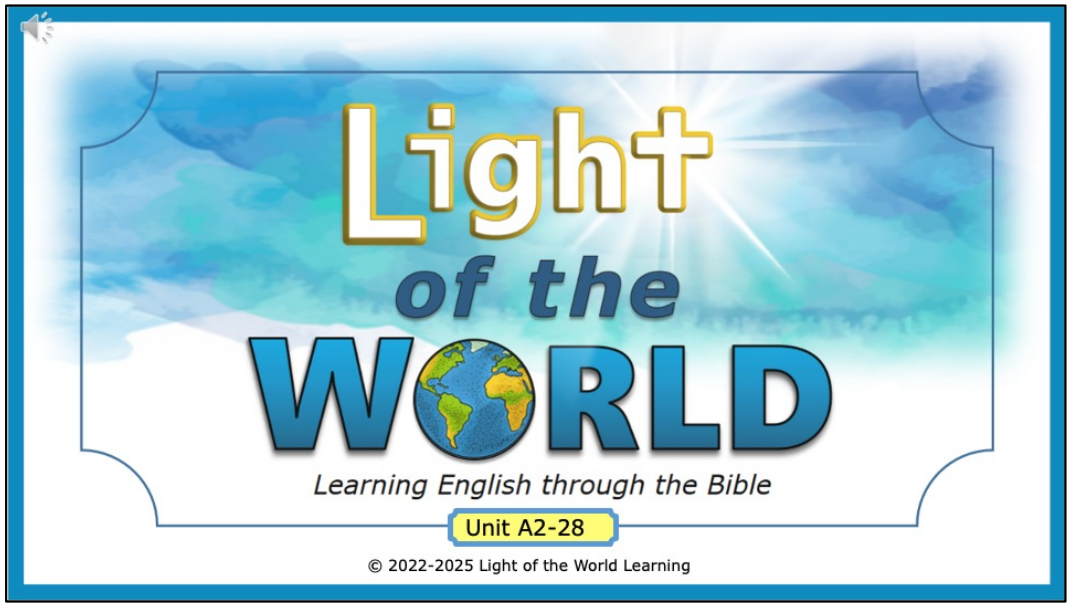

Teacher's Notes: Review of A2 Lessons 22-27

Bible Readings:
The Prophets, The Exile, Daniel in the Lions' Den, God Promises the Messiah, Birth of John, The Birth of Jesus, John Baptizes Jesus

Themes:
Home Appliances, Describing Things, Communication, Houses and Buildings, Job Skills and Abilities, People's Personalities and Appearances

Pronunciation:
/mp/ and /A/ eigh
/oi/ and /aw/ au
/oi/ oy and /aw/
/cher/ ture and /shun/ tion
/r/ wr and /n/ kn
/m/ mb and /n/ gn

Grammar:
There + Be, Descriptive Adjectives, Some/Any, This/That, Agree/Disagree, So/Neither, Prepositions, Can/Could, Actually/Of Course, Be/Have/Wear

Preparation:
Pray

Preview slides and game.
Optional: Bring objects and pictures related to the lessons.

Pray, Review, and Preview

Bible Readings:

- The Prophets
- The Exile, Daniel and Lions
- God Promises the Messiah
- Birth of John
- The Birth of Jesus
- John Baptizes Jesus

Themes:

- Home Appliances
- Describing Things
- Communication
- Houses and Buildings
- Job Skills and Abilities
- People's Personalities and Appearances

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Pray

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

Check Homework and Review

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

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

Preview

Pronunciation:

- /mp/ & /A/ eigh
- /oi/ & /aw/ au
- /oi/ oy & /aw/
- /cher/ ture & /shun/ tion
- /r/ wr & /n/ kn
- /m/ mb & /n/ gn

Grammar:

- There + Be
- Descriptive Adjectives; Some/Any
- This/That; Agree/Disagree
- So/Neither; Prepositions
- Can/Could; Actually, Of Course
- Be/Have/Wear

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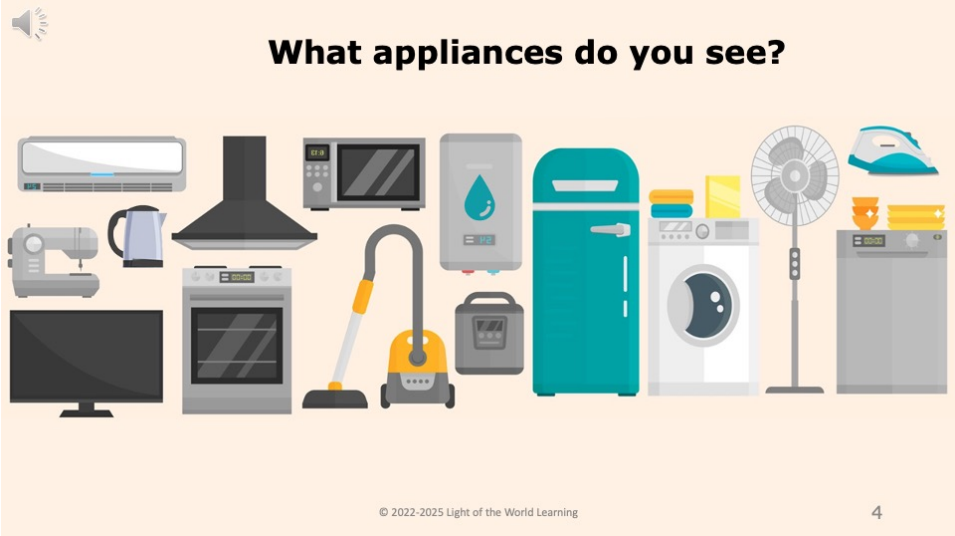
These are the sounds, spellings and grammar points that will be reviewed in this lesson.



1A. Discuss Theme Picture

Ask “What appliances do you see?” and “What else?” to elicit vocabulary they already know.
Repeat and write their words.

Answers may include: **water cooler, washing machine, kettle, sewing machine, fan, air conditioner, vacuum, rice cooker, television, refrigerator, iron, microwave, dishwasher, dishes, laundry,** etc.

More advanced students can be encouraged to make complete sentences:
There is laundry on the washing machine. There are dishes on the dishwasher. There is a television. There is a sewing machine on the left side.

1B. Discuss Theme Picture

Ask students to "Describe what you see." and "What else?" to elicit vocabulary they already know.
Repeat and write their words.
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.

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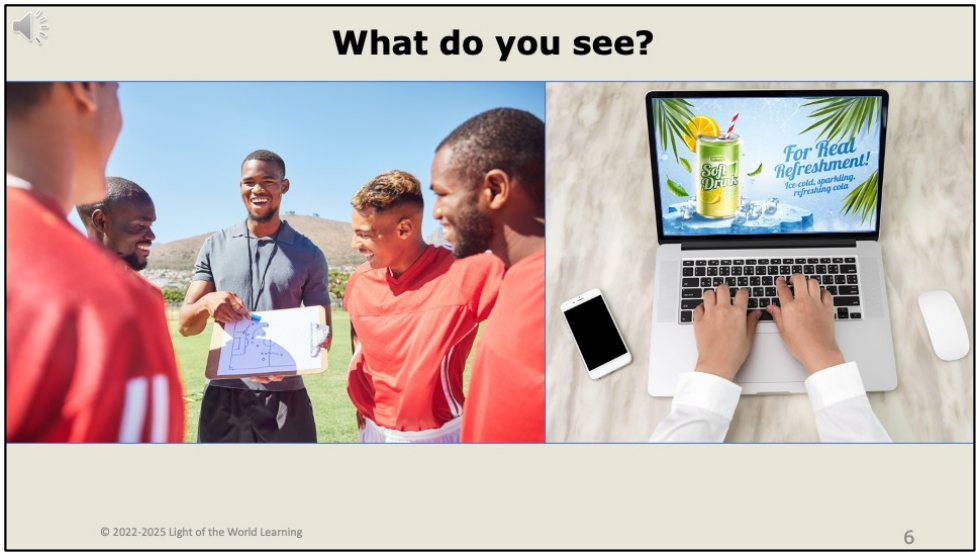
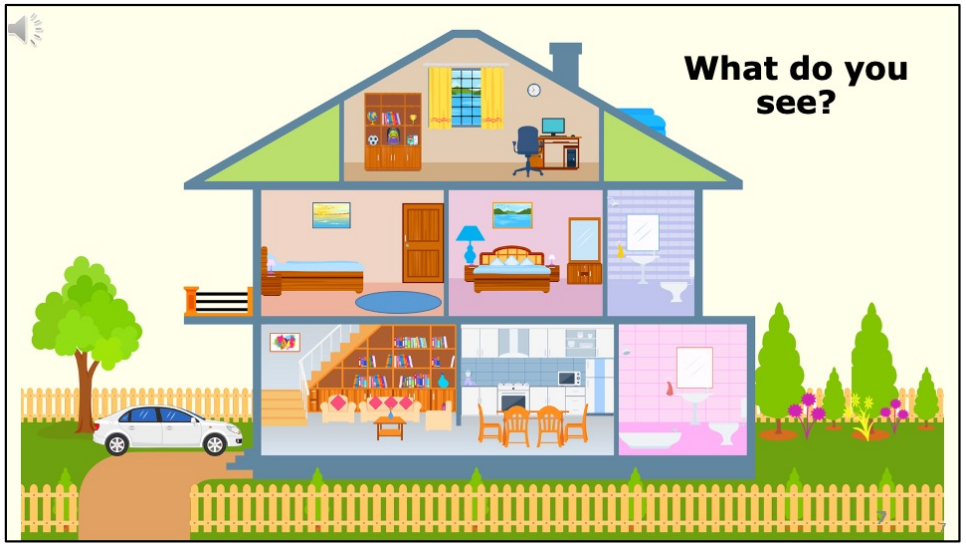


1C. Discuss Theme Picture

Ask “What do you see in this picture?” and “What else?” to elicit vocabulary they already know.
Repeat and write their words.

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.

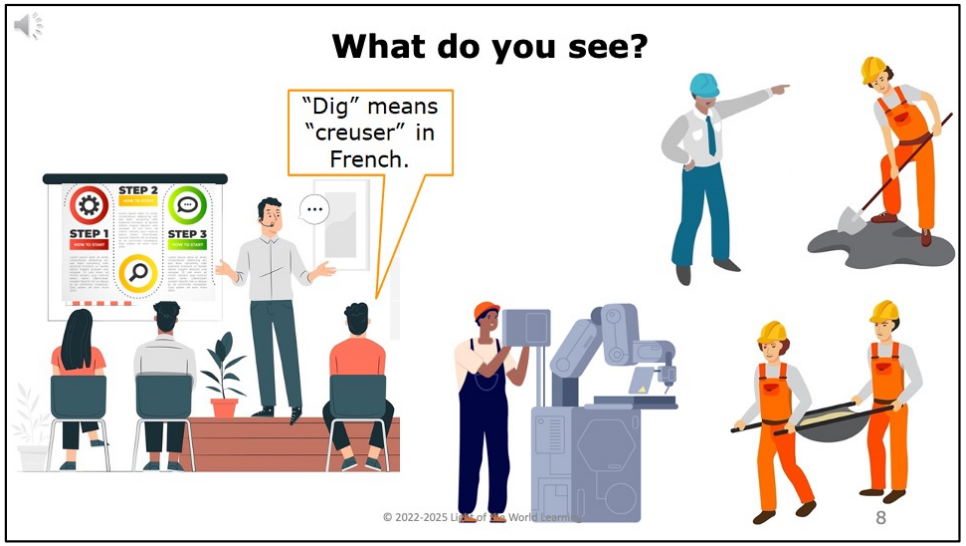


1D. Discuss Theme Picture.

Ask “What do you see in this picture?” and “What else?” to elicit vocabulary they already know.
Repeat and write their words.

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.



1E. Discuss Theme Picture

Ask, "What do you see in this picture?" and "What else do you see?" or "What is happening?" to elicit vocabulary they already know. Repeat and write their words.

Answers may include: **Job skills, working, teaching, training, digging, leading, following, translating, instructions,** etc.

More advanced students can be encouraged to make complete sentences:
People are working. The man with the blue tie is supervising the worker. He is operating the machine.

1F. Discuss Theme Picture

Note: It is important that we show respect for people of all ages, abilities and appearances in this lesson. We are all made in the image of God.

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

Answers may include: **baby, toddler, teenager, middle-aged, elderly, disability, curly hair, straight hair,** etc.

More advanced students can be encouraged to make complete sentences:
They are an elderly couple. The teenagers are standing together. The woman in the wheelchair has a disability and she is holding her child.

There + Be

	Positive +	Negative -
1	**There is** a heater in the room.	**There isn't** a heater in the room.
2	**There are** eight fans here.	**There aren't** any fans here.
3	**There was** a power button.	**There wasn't** a power button.
4	**There were** two eggs in the microwave last night.	**There weren't** any eggs in the microwave last night.
5	**There will be** a dish in the kitchen sink tomorrow.	**There won't be** a dish in the kitchen sink tomorrow.

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2A. Grammar - There + Be is used to describe the location, existence, or quantity of nouns.

Note: We use the singular form 'there is/there was' for singular or noncount nouns and 'there are/there were' for plural nouns. 'There will be' can be used with any noun in the future tense.
Spoken English usually uses the contraction forms. Written English uses the full forms.
Model, Repeat, and Solo the pronunciation of all forms shown on the chart.

	Form	There + Be Question	Short Answer
A	Past Singular	Was there rice in the cooker?	Yes, there was. No, _____.
B	Past Plural	_____ two dishes in the sink?	Yes, _____. No, there weren't.
C	Present Singular	Is there a toaster in the kitchen?	Yes, there is. No, _____.
D	Present Plural	_____ dryers for the laundry?	Yes, there are. No, _____.
E	Future	Will there be a sewing machine?	Yes, _____. No, there won't be.

11

2B. Grammar - There + Be is used to describe the location, existence, or quantity of nouns.

Note: We use the singular form 'there is/there was' for singular or noncount nouns and 'there are/there were' for plural nouns. 'There will be' can be used with any noun in the future tense.
Spoken English usually uses the contraction forms. Written English uses the full forms.
Ask students to fill in the blanks and read aloud the questions and answers.

Answers:

A. there wasn't **or** there was not
B. Were there; there were
C. there isn't.
D. Are there; there aren't **or** there are not

E. there will be

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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2C. 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**.

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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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2D. 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

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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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14

2E. 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.

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

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

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2F. 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.

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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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2G. 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.

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Agreeing with Positive Statements
So + Auxiliary + Subject

	Auxiliary	Person A	Person B
1	Present Simple: Do	I like the white curtains.	So **do** I.
2		He wants a huge garden.	So **do** I.
3	Past Simple: Did	We need**ed** to paint our fence.	So **did** I.
4		She clean**ed** 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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2H. 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

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Agreeing with Negative Statements
Neither + Auxiliary + Subject

	Auxiliary	Person A	Person B
1	Present Simple: Do	I don't like the white curtains.	Neither do I.
2		She doesn't want a huge garden.	Neither _____ I.
3	Past Simple: Did	We didn't paint our fence.	Neither _____ he.
4		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.

18

2I. 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

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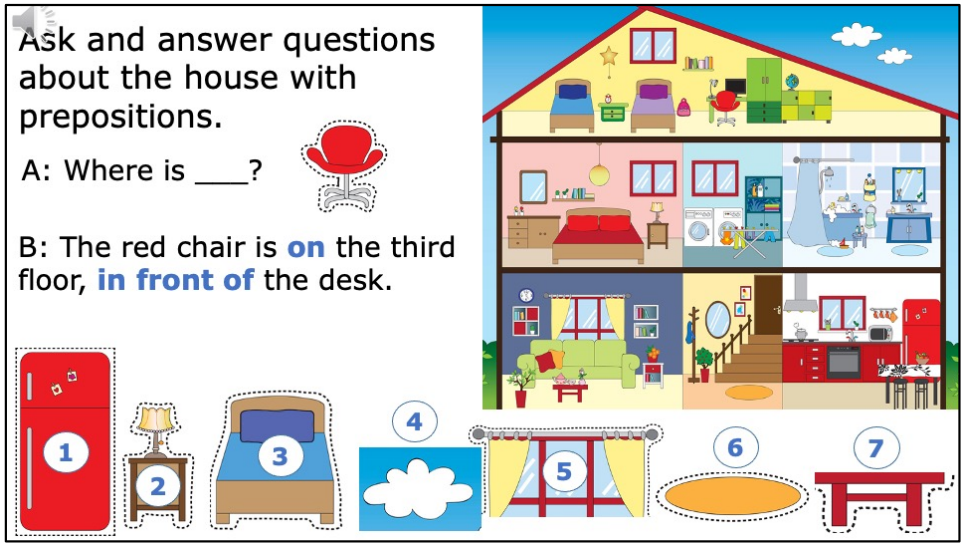

2J. Grammar - Review prepositions to describe locations

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.

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

Can and Could for Ability

	Present - Can	Past - Could
1	I can speak English fluently.	I could speak French when I was young, but not now.
2	He cannot whistle at all.	I couldn't whistle until I was 25 years old.
3	I can't translate Chinese into English. Can you?	She _____ read Chinese when she was only five years old.
4	_____ you operate a sewing machine?	I couldn't operate the machine because it was broken.
5	Can she supervise all the workers in the factory?	She _____ supervise the team before she retired.

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2K. Grammar

Can/could—an ability to do something

Can is used for abilities that a person currently has ("He can play the piano."), while **could** is used for abilities a person had in the past ("He could speak Chinese when he was a kid, but now he's forgotten it.")

When making requests, **could** is considered more polite/formal than **can** ("Could you help me with this?" vs. "Can you help me with this?")

Note: "Could" is also used to talk about a possibility or suggestion that might happen: "She could become a doctor someday." "We could go to church after breakfast."

Model, Repeat, and Solo the pronunciation of rows 1 and 2 and allow students to complete rows 3-5 with assistance as needed.

Answers:
3. She **could** read Chinese when she was only five years old.
4. **Can** you operate a sewing machine?
5. She **could** supervise the team before she retired.

Can and Could for Requests

	Informal - Can	Formal/Polite - Could
1	Can I borrow a pencil?	Could I please borrow $50 and pay you back next month?
2	Can't you stay for lunch?	Couldn't you join us for dinner?
3	Can you sweep the floor?	_____ you take care of my baby tonight?
4	_____you pass me the salt?	_____ you please drive me to the airport at 4:00 AM on Friday?

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2L. Grammar - Can/could for Requests.

When making requests, **could** is considered more polite/formal than **can** ("Could you help me with this?" vs. "Can you help me with this?")

Note: "Could" is also used to talk about a possibility or suggestion that might happen: "She could become a doctor someday." "We could go to church after breakfast."

Model, Repeat, and Solo the pronunciation of rows 1 and 2. Allow students to complete the sentences for rows 3 and 4 with assistance as needed.

Answers:
3. **Could** you take care of my baby tonight?
4. **Can** you pass me the salt? **Could** you please drive me to the airport at 4:00 AM on Friday?

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Actually and Of Course

	Actually introduces surprising information.	**Of Course** introduces known or not surprising information.
1	Actually, I can't dig because I hurt my back.	Of course, small children need help getting dressed.
2	Actually, an angel told Mary to name her son Jesus.	Of course, Tom won't be there. He doesn't like parties.
3	Actually, she lost her car keys so she can't drive today.	Of course, it's very cold in Antarctica.

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2M. Grammar – Actually and Of Course

Actually introduces information that is surprising or that the listener is not expected to know.
Of course introduces information that the speaker thinks is obvious and thus not surprising, or information that the speaker thinks is already known by the listener.

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

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Be, Have, and Wear

	Attribute	Verb	Examples
1	age, height, weight, personality	be	**Was** he humble? They **weren't** tall. She **will be** a teenager soon.
2	hair, eyes, disability	have	She **has** brown hair, blue eyes and **has** a hearing disability. He **had** straight hair.
3	clothes, glasses	wear	She **is wearing** an orange shirt and sunglasses. We **wore** ties last night.

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2N. Grammar – **Be/Have/Wear**

We use the verbs Be, Have and Wear to describe people. This chart practices using the verbs in different tenses with the correct attributes.

Note: Was is used with singular subjects: I, he, she, it. **Were** is used with plural subjects and you: You, we, they.

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

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Complete the sentences in the correct tense.

	Simple Past	Simple Present	Future
1	I **was** serious.	I **am** serious.	I **will be** serious.
2			He**'ll wear** glasses.
3			We **will be** elderly.
4	She **had** curly hair.		
5		They **wear** boots.	

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2O. Grammar – **Past, Present and Future with Be/Have/Wear**

Ask students to complete the sentences by changing the verb to the correct tense. Number 1 is an example.

Spoken English usually uses the contraction forms. Written English usually uses the full forms. Both forms are acceptable.

Answers
2. He wore glasses. He wears glasses.
3. We were elderly. We are (We're) elderly.
4. She has curly hair. She will (She'll) have curly hair.
5. They wore boots. They will (They'll) wear boots.

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Appearance: Look Like / Personality: Be Like

	Question	Sentence
1	What does he **look** like?	He is middle-aged and has brown eyes.
2	What **is** he like?	He is serious and quiet.
3	What did she **look** like?	She was young and had blond hair.
4	What **was** she like?	She was funny and kind.
5	What do you look like?	
6	What are you like?	

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2P. Grammar – **Look Like vs. Be Like**

Explain to students that we can ask about people's personalities using BE LIKE. We can ask about people's appearances using LOOK LIKE.

Ask students to read the questions and answers for 1-4. Then ask them to answer questions 5 and 6 about their own appearance and personality.

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Conversation Questions A

1. Are there any appliances in your home? What kind?
2. Will there be any homework to do tomorrow? Why?
3. Describe your home with at least 3 adjectives.
4. Where did you see any advertisements this week? What were they like?
5. What is this? (Point to something near) What are those? (Point to something far).
6. I really like English because it's easy. Do you agree? Why?

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3A. Conversation Practice – Pair work

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

Answers will vary but may include:

1. Yes, there are some appliances. We have a microwave and a fan.
2. Yes, there will be some homework because I need to practice writing.
3. My home is small, very comfortable, and old.
4. I saw many advertisements on TV. Some of them were boring, but the ad for insurance was actually funny.
5. This is a book. Those are windows.
6. Yes, I also like learning English because it is interesting and fun.

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Conversation Questions B

1. Do you prefer competing or just watching sports? Why?
2. How does a coach help a team? How do supervisors help their workers?
3. What languages could you speak when you were a toddler? What couldn't you do as a toddler?
4. Can you operate any kind of machine? If so, what kind?
5. Are you more of a funny or serious person? Why?
6. What's your teacher like? What's your teacher look like?

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3B. Conversation Practice – Pair work

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

Answers will vary but may include:

1. I prefer competing in pickleball because if is fun. Of course, I prefer just watching gymnastics because it is difficult.
2. A coach tells the team what to do and encourages the players. A supervisor trains the workers and supervises them.
3. When I was a toddler, I only spoke Spanish. I couldn't ride a bicycle.
4. I can operate a rice-cooker and an electric drill.
5. I'm mostly serious, but I like to be funny sometimes in meetings to keep people happy.
6. My teacher is kind and serious. He is tall with curly hair and wears glasses with round silver frames.

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Listen and repeat.

1. /mp/	2. /A/ spelled eigh	3. /oi/
camp	neighbor	noise
jump	eight	coins
4. /aw/ spelled au	**5. /oi/ spelled oy**	**6. /aw/**
August	boy	yawn
taught	toy	lawn

7. God taught people to love their neighbors.

8. The boy liked to jump on the lawn and make noise.

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4A. Pronunciation- Sound and Spelling

1. **Model:** Say the sound several times while pointing to it. Then say the sound and quickly read the two examples. pointing to each item as you read it. Students just watch and listen.

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

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

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Listen and repeat.

1. /cher/ spelled ture	2. /shun/ spelled tion	3. /r/ spelled wr
temperature	vacation	write
future	caution	wrong
4. /n/ spelled kn	**5. /m/ spelled mb**	**6. /n/ spelled gn**
knock	lamb	sign
know	climb	foreign

7. On vacation, the temperature climbed too high.

8. I want to know how to read and write foreign languages.

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4B. Pronunciation- Sound and Spelling

1. **Model:** Say the sound several times while pointing to it. Then say the sound and quickly read the two examples. pointing to each item as you read it. Students just watch and listen.

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

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

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Say the word and the stress pattern.

A	B	C	D	E
—	—_	_—	—__	_—_

1. a dryer
2. laundry
3. empty
4. ice cream
5. opinion
6. a fact
7. furniture
8. a garden
9. supervise
10. train
11. teenager
12. funny

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4C. Hum the stress.

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

Answers:
1. a dryer, E
2. laundry, B
3. empty, B
4. ice cream, B
5. opinion, E
6. a fact, C
7. furniture, D
8. a garden, E
9. supervise, D
10. train, A
11. teenager, D
12. funny, B

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Answer the questions about the prophets.

1. Who was God's prophet when Ahab was king?
2. How many prophets of Baal were there at Mount Carmel?
3. How did God feed Elijah?
4. Who did God promise to send?
5. Why do you think the people did not obey God?
6. Why do you think God sometimes does miracles?
7. Which story of the prophets is your favorite? Why?

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5A. 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. Elijah was the prophet when Ahab was king.
2. There were 450 prophets of Baal.
3. God sent birds to bring Elijah food and had a widow give him food.
4. He promised to send the Messiah.

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Answers to Questions 5 -7 will vary

Answer the questions about the exile.

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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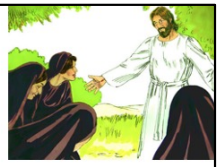
5B. Bible Reading Questions

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.

Answer the questions about God's promised Messiah.



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?

33

5C. Bible Reading 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.

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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.

Answer the questions about John's birth.

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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5D. 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

Answer the questions about Jesus' birth.

1. What does the name "Jesus" mean?
2. What did the angel say to the shepherds?
3. How did the wise men from the east find Jesus?
4. Why did Joseph take his family to Egypt?
5. Why do you think King Herod wanted to kill Jesus?
6. Why do you think Jesus was born as a poor baby?
7. What surprises you about the birth of Jesus? Why?

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35

5E. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1-4, you may want to go back to the story to help students find the answer.

Answers:
1. Jesus means 'Yahweh Saves.'
2. The angel said, "Do not be afraid, because I have good news for you. Today your Savior is born in Bethlehem. He is the Messiah, the Lord."
3. They saw a star in the sky that meant a king of the Jews had been born. They followed the star to Jesus.
4. Because an angel in a dream told him to go because King

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Herod wanted to kill the child.

Answers will vary for questions 5-7.

Answer the questions about Jesus' baptism.

1. What message from God did John share with the people?
2. Where did John baptize people?
3. Why did John baptize people?
4. What did the voice of God say when Jesus was baptized?
5. Why do people need to change their hearts and lives?
6. Were you or anyone you know baptized? What do you think about baptism?

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5F. 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. "Change your hearts and lives, because God's kingdom is now very near."
2. John baptized people at the Jordan river.
3. He baptized them to show that they changed their hearts and lives.
4. "This is my Son. I love him, and I am very pleased with him."

Answers will vary for questions 5-6.

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Listen and answer the questions.

1. Who knocked on the door?
2. Where is the neighbor going on vacation?
3. When will the neighbor leave on vacation?
4. How much does the boy charge to mow a lawn?
5. How old is the boy who can mow the lawn?
6. What does Shawn want to do with the money he earns?

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6. Activities – Listening with sound/spelling words: /mp/ /A/ /oi/ /aw/ /cher/ /shun/ /r/ /n/ /m/

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

A: Guess what? I spoke to Roy. He is going to a nature camp for a month.
B: That's nice. Roy is a good neighbor. When did you talk to him?
A: Well, he knocked on my door this morning and told me he's leaving on vacation in August.
B: That's interesting (yawns). Really, it is! Sorry, I yawned, I'm just tired and hot from mowing my lawn. I'll bet Roy's going somewhere with a lower temperature!
A: Yes, he's going to North Woods Nature Camp. He asked if I know anyone who would cut his lawn while he's gone.
B: What did you tell him? I don't want to mow his lawn!
A: I said I knew a boy two houses down who can do this work and only

charges a few coins. His name is Shawn.
B: Oh, good! I know Shawn! He's only eight years old, but he does a fine job.
A: Yes, he is saving up for an expensive toy. I wrote his parents a note to ask if he could do this, and they said he would be happy to.
Answers: 1. Roy. 2. North Woods Nature Camp 3. August. 4. He only charges a few coins. 5. Eight. 6. Buy an expensive toy.

Game – People & Places in the Bible

Team 1 - Places	Team 2 - People
1. In what river did Naaman wash to be healed from a skin disease?	1. Who were John the Baptizer's parents?
2. Where did Joseph flee (run away) with Mary and Jesus?	2. Who followed a star to find Jesus?
3. Where did John the Baptizer live?	3. Who is the Messiah?
4. In what town was Jesus born?	4. Who was Jeremiah?
5. Where did Elijah meet 450 prophets of Baal?	5. Who was Elijah?
6. Where was Daniel captive?	6. Who was Gabriel?
7. Where did Mary put baby Jesus?	7. Who was Herod?

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7. Game – People & Places in the Bible

The teacher asks individual students or small teams to answer the Places or People questions. Students have 3 minutes to write (or say) as many answers as they can. At the end of 3 minutes, the student(s) with the most correct answers wins.
If you want to make the game easier, you may allow students to look at the previous six lessons to find the answers.

Answers for Places:

1. Jordan River. 2. Egypt. 3. In the wilderness/Israel. 4. Bethlehem. 5. Mount Carmel 6. In Babylon/In a lion's den. 7. In a manger/feeding box.

Answers for People:

1. Zechariah & Elizabeth 2. Wise men from the east. 3. Jesus Christ. 4. A prophet. 5. A prophet. 6. An angel (who spoke to Mary and Zechariah). 7. A king (who wanted to kill Jesus).

First Review Quiz

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

Listen to the 5 speaking questions and say your answers.

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

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First Review Quiz – Listening, Speaking, and Writing

There are two tests students will take to review. The first is in class, the second may be done as homework. **Use the Rubric found on slide 44 to score the student's answers.** The teacher will give the speaking, listening and writing test by asking the student the following questions. Students may **not** look at the questions. Encourage the student to answer in a complete sentence. Answers will vary.

1. Do you prefer competing or just watching sports? Why?
2. Do you agree that English is easy? Why or why not?
3. Describe your home. Use at least 3 adjectives.
4. Describe a good friend. What is your friend like?
5. What couldn't you do as a toddler? What could you do?
6. Write five sentences about one theme picture. Each sentence must have at least 6 words. (The teacher may choose any one theme picture from slides 4 to 9 for the student to use in this writing exercise). The student may write on paper or an electronic device.

The second quiz (found on the next slide) is online. You may print the quiz or students can take it online with automatic scoring. Students may do the second quiz for homework.

1 & 2 Homework

1. Read Matthew 4:1-11; Luke 4:1-13

2. Take the quiz at this link or QR code:
https://bit.ly/QuizA2-28

and write your score here ___

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

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8A. Homework 1 and 2

Students will always read the Bible lesson in their first language before reading it in English the following lesson.
Students may scan the QR code or go to the quiz link to access the online quiz. Go over how to take the quiz, to be sure the student understands what to do. If you would like to see the students' results, please make a copy of the quiz at https://docs.google.com/forms/d/1WiNx8Ju-nxyZmK3mcupOqN7LS4Dm4EB21xRrZiqAxsU/copy and then Send students the new link to YOUR copy of the quiz. Encourage students to look at their quiz results and practice areas that they missed. They may take the quiz again if needed.

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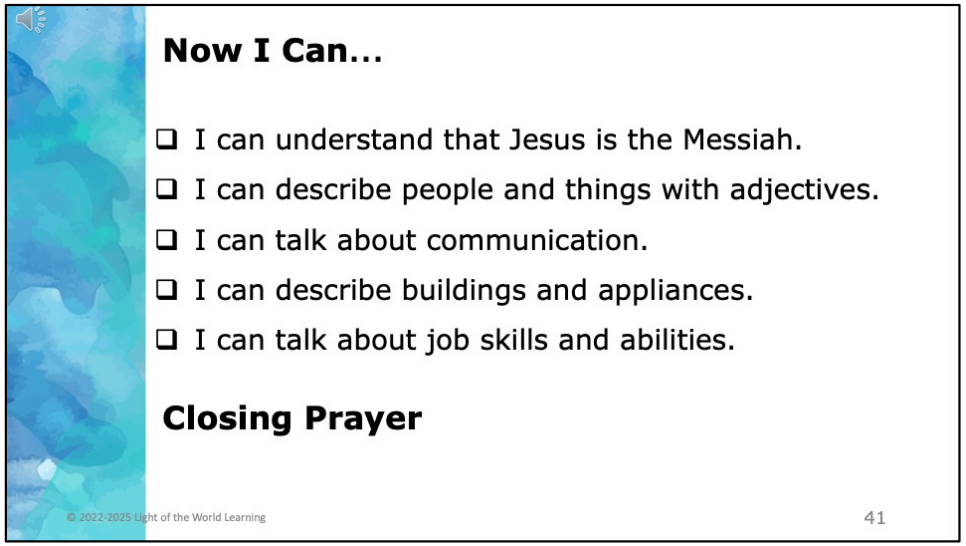

Homework – I Can Statements & Closing Prayer

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.

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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

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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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Rubric for Listening, Speaking and Writing Quiz

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

Date:

Listening and speaking	**Question**	**Good - 3 points** Answer is correct, clear and complete.	**Okay - 1 point** Answer is correct, but unclear or incomplete.	**Not acceptable - 0 points** Answer is not correct.
Examples:	Where do you live?	I live in an apartment in Tokyo.	I live apartment.	
1. Do you prefer competing or just watching sports? Why?				
2. Do you agree that English is easy? Why or why not?				
3. Describe your home with at least 3 adjectives.				
4. Describe a good friend. What is your friend like?				
5. What couldn't you do as a toddler? What could you do?				
6. Write 5 sentences about the theme picture. Each sentence must have at least 6 words.		**Good - 3 points** Answer is correct, clear and complete. Sentence begins with a capital letter has at least 6 words and ends with punctuation.	**Okay - 1 point** Answer is correct, but incomplete. Sentence is missing capital letters or punctuation.	**Not acceptable - 0 points** Answer is not correct.
	Examples:	I see a man and a woman talking. This is a very busy street. The bees make some sweet honey.	see mans womens. This is street busy they are bees	
Sentence 1.				
Sentence 2.				
Sentence 3.				
Sentence 4.				
Sentence 5.				
Total Points out of 30				

Please use this rubric to score students' responses.

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Bible story and pictures on slides 31-36 adapted from the original work by unfoldingWord available from https://openbiblestories.org

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