

Teacher's Notes:

Bible Reading: The Rich Young Ruler – [Matthew 19:16-30](#)

Theme: Safety

Pronunciation: Unstressed /u/ spelled "a" and "e"

Grammar: Reflexive pronouns and irregular verbs 21-30.

Preparation:

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring samples of safety equipment, locks, helmets, warning signs and chemical labels.



Pray, Review, and Preview

Bible Reading: The Rich Young Ruler – [Matthew 19:16-30](#)

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Pray

Pray for the class. You may want to thank God for his safety and protection in their lives.

Check Homework and Review

Ask students to read aloud or recite their homework from the last class. Check written work. Be sure they have read Matthew 19:16-30 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: **helmet, flammable, seatbelt, careful, careless,** etc.

More advanced students can be encouraged to make complete sentences:

She is careful and puts on her seatbelt in the car. The cooking oil is flammable. The motorcycle rider wears a helmet.

Personal Safety Tips

- When you ride a bike, motorcycle, or skateboard, always wear a **helmet**. This will protect your head if you fall.
- Be **careful** when you are cooking with fire. Cooking oil, paper, and clothing can be **flammable**. Fire can be very dangerous. If you hear a fire **alarm**, leave the building immediately.
- Always wear a **seatbelt** in a car. This will help keep you safer in case of an accident.
- **Lock** your bike, car, or house when you leave. This makes it harder to **steal** things.








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1B. Read about the Theme Picture

Please read the description of the theme picture to the students and point to the pictured vocabulary. If students ask about words, give simple definitions.

Practice of vocabulary begins with the following slide.

 **Match the definitions to the correct words.**

			
1. a seatbelt	2. a helmet	3. an alarm	4. an ambulance

A. a loud noise or signal to warn you of danger
 B. a van that takes a sick person to the hospital
 C. a special hat to protect your head from injury
 D. something to put on in the car for safety

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2A. Vocabulary

1. Say the word a few times, as you indicate the picture. For example, say, "a seatbelt, a seatbelt" Have your students then repeat the word after you a few times.


2. Ask students to match the word to the correct definition and say the answer as a sentence. For example, "A seatbelt is something to put on in the car for safety."





3. Check students' comprehension further by asking direct questions. For example, "Do you remember to put on your seatbelt in a car?"

Answers

1. D
2. C

- 3. A
- 4. B

 **Match the definitions to the correct words.**

			
5. to steal	6. to lock	7. toxic / poisonous	8. flammable

E. something that can make you sick if it enters your body
 F. to fasten something so it cannot move
 G. something that can catch on fire
 H. to take something that is not yours

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2B. Vocabulary

Note: The verb "to steal" is irregular, the past tense is "stole."

1. Say the word a few times, as you indicate the picture. For example, say, "to steal, to steal" Have your students then repeat the word after you a few times.


2. Ask students to match the word to the correct definition and say the answer as a sentence. For example, "To steal is to take something that is not yours."





3. Check students' comprehension further by asking direct questions. For example, "What things are flammable?"

Answers

- 5. H
- 6. F

7. E
8. G

 **Match the beginning and end of each sentence.**

9. When you cross the street, look both ways	I. her phone in traffic. 
10. The driver is careless because she is using	J. can be dangerous. 
11. The lights and computer are powered	K. to be careful . 
12. Glue, cleaners, and insect spray are chemicals that	L. by electricity . 

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2C. Vocabulary

1. Say the beginning of the sentence a few times, as you indicate the picture. For example, say, “When you cross the street, look both ways.” Have your students then repeat the phrase after you a few times.

2. Ask students to match the beginning and end of each sentence and say the complete sentence. For example, “When you cross the street, look both ways to be careful.”

3. Check students’ comprehension further by asking direct questions. For example, “What are some things that use electricity?”

Answers

- 9. K
- 10. I

11. L
12. J



Reflexive pronouns



When our son was a baby, he needed help with everything. He couldn't feed **himself**, or bathe **himself**, or even walk by **himself**. However, now that he is six years old, he wants to do everything by **himself**.

Now he says, "I can dress **myself**. I can reach the shelf **myself**. I can walk to the park by **myself**!"

We all like to do things **ourselves**, but sometimes we need to ask for help. Who do you ask for help when you cannot do something **yourself**?

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2D. Grammar


Read the story as an introduction to reflexive pronouns and have students answer the question. The next slide contains a chart of reflexive pronouns.

Reflexive pronouns

Note: We use the **reflexive pronoun** to indicate that someone is doing an action to their own person or without help. In sentences, we use the reflexive pronoun that agrees with the subject pronoun.

Sometimes reflexive pronouns are also used to add emphasis in a sentence.

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

 **Reflexive pronouns show the subject did and received the action.**

	Subject Pronoun	Verb	Reflexive pronoun
Singular	1 I	hurt	myself.
	2 You (singular)	burned	yourself.
	3 He	cut	himself.
	4 She	drove	herself.
	5 It	scratched	itself.
Plural	6 We	did it	ourselves.
	7 You (plural)	wrote it	yourselves.
	8 They	helped	themselves.

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2E. Grammar



Reflexive pronouns

Note: We use the **reflexive pronoun** to indicate that someone is doing an action to their own person or without help. In sentences, we use the reflexive pronoun that agrees with the subject pronoun.

The plural forms end with "selves;" the singular forms end with "self."

Sometimes reflexive pronouns are also used to add emphasis in a sentence.

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

 **Ask and answer the questions.** 

	Subject Pronoun	Reflexive pronoun
1	Who cut your hair?	I cut it myself.
2	Who taught them English?	They
3	Who paid for her ticket?	
4	Who made his cake?	
5	Who scratched the dog?	
6	Who locked our door?	
7	Who lost my book?	You
8	Who did we see in the mirror?	

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2F. Grammar

Reflexive pronouns

Model row 1, then ask students to ask and answer the questions with reflexive pronouns.

Answers may vary but should include the correct forms of the following reflexive pronouns.

2. They taught themselves.
3. She paid for her ticket herself.
4. He made it himself.
5. It scratched itself.
6. We locked it ourselves.
7. You lost it yourself.
8. We saw ourselves.



Irregular Verbs			
	Base form	Simple past	Simple Past Tense Sentence
1	hear	heard	I heard an ambulance go by last night.
2	keep	kept	He kept his door locked all day.
3	know	knew	They knew they could do it themselves.
4	leave	left	She left the party by herself at 7:30.
5	lend	lent	We lent them helmets to wear.


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2G. Grammar

Irregular simple past verbs

Note: Irregular verbs do not add -ed to the end in the past tense. They have different forms and need to be memorized

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



Irregular Verbs			
	Base form	Simple past	Simple Past Tense Sentence
6	let	let	I know you let me win the game.
7	lose	lost	He lost his helmet last week.
8	make	made	We made dinner ourselves.
9	meet	met	You met the careless driver yesterday.
10	pay	paid	They paid the electric bill last month.

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2H. Grammar

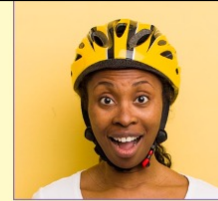
Irregular simple past verbs

Note: Irregular verbs do not add -ed to the end in the past tense. They have different forms and need to be memorized

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



Listen and repeat.



A: How do you keep yourself safe?

B: I wear a **helmet** when I **ride my bike**.

A: It's good that you are so cautious.

B: Yes. I also **avoid anything poisonous, like breathing or touching toxic chemicals**. What do you do?

A: I always **lock my doors. I don't want anyone tempted to steal from me**.

B: You are very smart!

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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).



Unstressed vowels are often pronounced /u/.

1. /u/ spelled a	2. /u/ spelled e	3. Challenge
<u>a</u> go /u- gO /	heav <u>e</u> n / hev -un/	
<u>a</u> bove /u- buV /	en <u>e</u> my / en -u-mE/	
flam <u>a</u> ble / flam -u-bul/	prob <u>e</u> m / prob -lum/	
chemic <u>a</u> l / kem -i-kul/	op <u>e</u> n / O -pun/	
ambulan <u>a</u> nce / am -byU-luns/	brok <u>e</u> n / brO -kun/	

- The chemical is flammable.
- There's a problem with the door; it's broken.

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4A. Pronunciation - Sound and Spelling

Note: /u/ is the most common vowel sound in English. Many unstressed vowels are pronounced /u/. This is often called the **schwa** sound and can also be shown in dictionaries by the symbol:

ə

1. Model: Say the sound several times while pointing to it.

(For example, point to the u and say /u/ /u/ /u/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/u/ spelled "a" ago, above, flammable, chemical, ambulance). 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.



Listen and repeat.

A. _ —	B. — _	C. — _ _
ourselves	seatbelt	chemical
itself	helmet	flammable
themselves	broken	poisonous
himself	careful	ambulance
alarm	toxic	anything

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4B. Pronunciation - Hum and clap the stress.

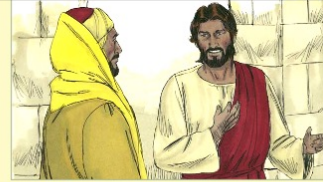
Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

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 Rich Young Ruler

[Matthew 19:16-30](#)



One day, a rich young ruler came to see Jesus. He wanted to ask him some questions. When he got to where Jesus was he asked him, "Good teacher, what good thing must I do to have eternal life?"

Jesus said to him, "Why do you call me 'good'? No one is good. There is only one who is good, and that is God. Now let me answer your question; if you want to have eternal life, obey God's laws."

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5A. Bible Reading

Students should have already read this story in their first language (L1) as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. However, if they have not yet read it in their L1, be sure they do so now before reading it in English. 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. Encourage students 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.

F. Optional - You may hide the words and ask students to tell the story again in their own words, using the pictures to help them.



"Which ones do I need to obey?" he asked.



Jesus replied, "You must not murder anyone. You must not commit adultery. You must not steal. You must not tell lies about others. You must respect your father and mother, and love your neighbor the same as you love yourself."

The young man said, "Teacher, I have obeyed all these laws ever since I was a boy. What else do I still need to do in order to live forever?"

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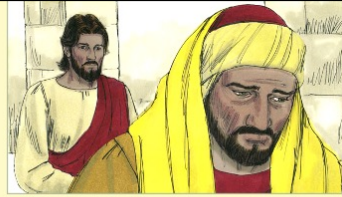
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5B. Bible Reading

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



Jesus looked at him in love and said, "There is still one thing you need to do. Go and sell everything you own. Give the money to the poor, and you will have treasure in heaven. Then come and follow me."



When the young man heard Jesus tell him to give away his money, he became sad because he was very rich and did not want to give away all the things that he owned. He turned and went away from Jesus.

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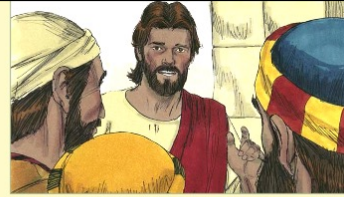
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5C. Bible Reading

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



When Jesus saw that the man was very sad, he said to his disciples, "It is very hard for rich people to enter into the kingdom of God! It is easier for a camel to go through the eye of a needle than for a rich person to enter the kingdom of God."



The disciples were amazed at what Jesus said. They said, "If it is like this, who can be saved?"


Jesus looked at the disciples and said, "God can do things that are not possible for people to do. He can do anything!"

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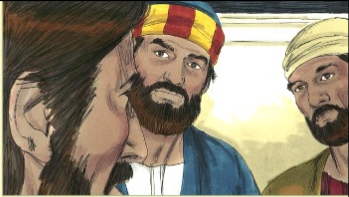
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5D. Bible Reading

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

 Peter said to Jesus, "We have left everything we had and followed you. What will be our reward?"



Jesus said to Peter, "I tell you, everyone who has left houses, brothers, sisters, father, mother, children, or property for my sake will receive a hundred times more and will also receive eternal life. But many who are first will be last, and many who are last will be first."



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5E. Bible Reading

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

 **Answer the questions.** 

1. Who came to Jesus?
2. What did he come to do?
3. What were three of the laws Jesus talked about?
4. What was Jesus's final answer?
5. Why did he walk away after Jesus' answer?
6. What does it mean for you to follow Jesus?
7. What do you feel Jesus wants you to give up for him?

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5F. Bible Reading Questions

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


Answers:

1. The rich young ruler came to Jesus.
2. He came to question Jesus about how to get eternal life. He wanted to live forever with God.
3. Answers may include: You must not murder, commit adultery, steal, tell lies about others. You must respect your father and mother, and love your neighbor as yourself.
4. Jesus said the man should give away all he has and come and follow him.
5. He did not want to give away his property because he was very rich.

Answers to questions 6 and 7 will vary.

 **Listen and answer the questions.**

1. Why does Joe thank the team?
2. Why must you be careful with gasoline?
3. What should you not touch, breathe, or drink?
4. Where are the exit signs?
5. When is it easy for thieves to steal?
6. When must you leave the building?



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6A. Activities – Listening with sound/spelling words /u/ spelled a and e

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

Good morning, team. I'm Joe, the company safety manager. Thank you for arriving on time for today's meeting. As you know, there was a bad accident here at work yesterday, so we are going to discuss safety. We don't want anyone to hurt themselves. If you are careless you may burn yourself or cut yourself at work. I hurt myself yesterday because I forgot to put on my helmet, and I hit my head on a shelf. It's important to have good safety habits. Always wear earplugs when you work with noisy machines. If you are driving the company van or forklift, you must wear your seatbelt. Do not touch, breathe or drink any toxic chemicals. Be careful when you put gasoline in the tank, because it is flammable. Last year we called an ambulance because a careless worker forgot to turn off the electricity when he repaired a machine. He got a very bad electric shock. If you hear the fire alarm, leave the building immediately. The exit signs are posted above the emergency doors. Then wait outside until the fire department says it is safe to return. Also, always lock the doors of the building when you leave. It's easy for thieves to steal things when the doors are open. Thank you! I appreciate your taking the time to listen, and please be careful!

Answers:

1. He thanks the team for **a**rriving on time.
2. We must be careful with gasoline because it is flamm**a**ble.
3. We should not touch, breathe, or drink toxic chemica**l**s.
4. The exit signs are **a**bove the emergency doors.
5. It is easy for thieves to steal when the doors are ope**n**.
6. People must leave the building when they hear the fire **a**larm.

 **Partner A. Complete the chart with your partner:**
 A. Who fixed the car? B. Joey fixed the car himself.

	Person	Present Activity	Past Reflexive Sentence
1	Joey	Fix the car	Joey fixed the car himself .
2	Sue & Lou		
3		Put on a helmet	
4	You & I		
5		Fasten the seatbelts	
6	The kids		
7		Pay the rent	
8	Sara		

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6B. Activities – Pair work

Student A looks at this slide and student B looks at the next slide. Each slide has different information. Students may not look at each others’ slides.

Students take turns asking and answering the questions to complete their charts.

Answers:

- 2. Sue and Lou let the sheep out themselves.
- 3. You put on a helmet yourself.
- 4. You and I met the mayor ourselves.
- 5. You guys fastened the seatbelts yourselves.
- 6. The kids stole a camel themselves.
- 7. I paid the rent myself.
- 8. Sara locked the doors herself.

 **Partner B. Complete the chart with your partner:**
 B. What did Joey do? A. Joey fixed the car himself.

	Person	Present Activity	Past Reflexive Sentence
1	Joey	Fix the car	Joey fixed the car himself .
2		Let the sheep out	
3	I		You
4		Meet the mayor	
5	You guys		
6		Steal a camel	
7	You (singular)		I
8		Lock the doors	

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6C. Activities – Pair work

Student B looks at this slide and student A looks at the previous slide. Each slide has different information. Students may not look at each others' slides.

Students take turns asking and answering the questions to complete their charts

Answers:

2. Sue and Lou let the sheep out themselves.
3. You put on a helmet yourself.
4. You and I met the mayor ourselves.
5. You guys fastened the seatbelts yourselves.
6. The kids stole a camel themselves.
7. I paid the rent myself.
8. Sara locked the doors herself.




7. Game – Name Four







In teams or pairs, players take turns asking questions about different safety categories. They have 30 seconds to name four examples of the categories.

You may give them a list of categories to prompt them. If you are teaching online, use the chat feature to give different categories to each player.

Categories may include: Poisonous things, Things that use electricity, People who wear helmets at work, Flammable things, Things people steal, Dangerous animals, Things we lock, Things that have alarms, Things you can do yourself, Things you cannot do yourself, Types of safety clothing, Things that are loud, Dangerous activities, Emergency vehicles, Ways to be careful, Ways to be careless, etc.

The player who guesses the most words in five minutes wins.

 **1A. Homework – Write about the pictures with reflexive pronouns.**

1 	He fastens the seatbelt by himself.	4 	
2 		5 	
3 		6 	

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

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

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






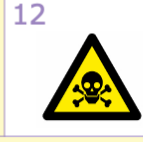
Solo. Students will share their homework when they are finished. After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement.

Number one is an example.

Answers may vary, but will start with a capital letter, use a reflexive pronoun, have a punctuation mark at the end, and use the following words:

1. seatbelt
2. helmet
3. alarm
4. ambulance
5. chemical
6. electricity

B. Write about the pictures in the past tense.

7 		10 	
8 		11 	
9 		12 	


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

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

Answers may vary, but will start with a capital letter, use the past tense, have a punctuation mark at the end, and use the following words:

- 7. lock or locked
- 8. steal or stole
- 9. careful
- 10. careless
- 11. flammable
- 12. toxic or poisonous

 **A. Fill in the blanks.**

myself

she

he

we

itself

herself

himself

yourself

ourselves

themselves

- A. Thomas dressed _____ for the costume party. Sue also dressed _____. However, the dog wasn't able to dress _____.
- B. I want to do my homework by _____ tonight. My brothers do their homework by _____ too.
- C. We sat by _____ in the cafeteria.
- D. You need to watch _____, or you're going to get hurt.

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Homework 2A. – Grammar and Vocabulary Review

Reflexive Pronouns

Fill in the blanks to complete the sentences.

- A. Thomas dressed **himself** for the costume party. Sue also dressed **herself**. However, the dog wasn't able to dress **itself**.
- B. I want to do my homework by **myself** tonight. My brothers do their homework by **themselves** too.
- C. We sat by **ourselves** in the cafeteria.
- D. You need to watch **yourself/yourselfs**, or you're going to get hurt.



2B. Fill in the blanks with the correct past tense form of the irregular verbs.

1. He lent me the book last week.
2. My mom _____ a cake for my birthday.
3. They _____ at the party last night.
4. We _____ \$40 for our concert tickets.
5. I _____ the alarm last night.
6. The soccer team _____ their game yesterday.

make

lend

hear

pay

lose

meet

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Homework 2B. – Grammar Review


Irregular verbs

Learners will select a word from the list to complete each sentence. They will change each verb into the proper irregular past tense form.

Number 1 is the example.

Answers:

2. made
3. met
4. paid
5. heard
6. lost



3. Discuss the questions with a partner.

1. What can you do to be careful on the road?
2. What do you like to do by yourself?
3. Do you prefer to study by yourself or with friends?
4. Who did you meet last week?
5. What can you do to keep your home safe?
6. What are some things that are flammable?
7. What are some things that are poisonous?


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Homework 3. – Conversations - Pair work

Students interview a partner and write their partner's answers.
Check answers for correct grammar and punctuation.

Answers will vary.

 **Write the E words in the pronunciation columns.**

J <u>e</u> sus	cam <u>e</u> l
heav <u>e</u> n	prob <u>e</u> l <u>m</u>
hel <u>m</u> et	f <u>e</u> male
<u>e</u> ternal	<u>E</u> gypt
tele <u>ph</u> one	oper <u>a</u> te
Chin <u>e</u> se	creat <u>e</u>

/u/	/E/
heav <u>e</u> n	J <u>e</u> sus

Homework 4. – Pronunciation

This homework practices pronouncing the unstressed /u/ (shwa) and /E/ sounds.

Students will go through the list and sound out each word. Then they will write words in the correct columns for each underlined letter E sound.

Answers:

/u/: operate, helmet, heaven, telephone, camel, problem

/E/: eternal, Chinese, female, Egypt, Jesus, create



5. Bible Reading Review



What do these words of Jesus mean to you?

1. "Love your neighbor the same as you love yourself."
2. "It is easier for a camel to go through the eye of a needle than for a rich person to enter the kingdom of God."
3. "Many who are first will be last, and many who are last will be first."



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Homework 5. – Bible Reading Review

Students may look back at the Bible reading in their native language and in English to review the verses.

Answers will vary but may include:

1. Treat other people the way you want them to treat you.
2. It is hard for people who have a lot to trust in God.
3. People who are important now may not be important in God's kingdom. People who are not important now may be very important in God's kingdom.

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

A

Jesus answered, "If you want to be perfect, then go and sell all that you own. Give the money to the poor, and you will have riches in heaven. Then come and follow me!"

[Matthew 19:21 ERV](#)

B

Great blessings belong to those who are tempted and remain faithful! After they have proved their faith, God will give them the reward of eternal life. God promised this to all people who love him.

[James 1:12 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

The Lord will save me when anyone tries to hurt me. He will bring me safely to his heavenly kingdom. Glory forever and ever be the Lord's. Amen.

[2 Timothy 4:18 ERV](#)

- Read the next lesson's Bible verses: [Matthew 18:21-35](#) 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, (from the previous slide) or C to memorize.

Students must 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.**



Home Safety for the Kim Family

We rarely thought about safety until we had children. Now that we have a young son and daughter, we want to be sure that our family is safe in and around our home.

Some chemicals in our home are toxic if they are touched, swallowed, or inhaled. Even dish soap can make children sick if they drink it. So we lock up our cleaning products and other chemicals so that our kids cannot reach them. We also cover the electrical outlets and move wires and cables out of reach so no one touches them and gets shocked.

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Homework 7A. – Everyday Reading and Writing

The learners will read the Home Safety story and answer the questions on the 3rd slide.



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

Being careful can prevent fires. So we keep flammable things like matches, lighters, and paint thinner away from heat and away from the kids. We also installed smoke alarms in our home to detect fire and sound a warning.

At night or when we leave the house, we lock the doors and windows to keep us safe from strangers. When Kayla rides her bike, we make sure she puts on a helmet and doesn't ride on busy streets. In the car we all wear seatbelts.

The most important thing we do is to pray and ask God to watch over us. We trust him and he is our protector!

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Homework 7B. – Everyday Reading and Writing

The learners will read the Home Safety story and answer the questions on the next slide.



7C. Answer the questions about home safety.

1. How can helmets protect us when we ride bikes?
2. What does being “careful” mean when using chemicals?
3. What can happen if you forget to lock the door of your home?
4. How do you handle flammable, toxic, and electric items at home?
5. If you are home alone, and the smoke alarm goes off, what would you do?
6. When do you ask God to keep you or your loved ones safe?

Homework 7C. – Everyday Reading and Writing

The learners will answer the questions about home safety.

Answers will vary but may include:

1. They prevent us from hitting our heads on the ground if we fall.
2. Wear gloves and do not touch, inhale, or drink the chemicals.
3. Someone can come into your house or steal things.
4. I keep them in a safe place.
5. I would leave the building and call for help.
6. Answers will vary.



8. Write about your safety habits at home, work, or outside. Use at least 5 sentences.

Homework 8. – Writing

Model. Write something about your own experience with safety For example: I always wear my seatbelt when I am in the car. I unplug my hairdryer after I am done using it. I wear gloves when I clean with chemicals.

Answers will vary.

9. Now I Can...

- I can talk about safety.
- I can use new words including: _____
_____ and _____
- I can use reflexive pronouns and irregular verbs.
- I can understand that God can do anything.

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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!

Reflections and Closing Prayer

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Reflections and Closing Prayer

You may want to thank the Lord for what we have learned, ask for special prayer requests, then pray for your students and bless them.

Students may write reflections on what they have learned and their prayers here.

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.

For more information, visit LightOfTheWorldLearning.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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