

### Teacher's Notes:

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**Bible Reading:** Jesus Heals a Demon-Possessed Man and a Sick Woman - Mark 5:1-34

**Theme:** Entertainment/Pastimes

**Pronunciation:** /E/ spelled open e, /I/ spelled open i

**Grammar:** **Would like/wouldn't like** to express desire, suggestions/invitations, **Would** used as a contraction: 'd, irregular verbs

#### **Preparation:**

Pray

Read the Bible passages.

Preview slides and game.

Optional: Bring games, knitting materials and other items related to entertainment.



## Pray, Review, and Preview

**Bible Reading:** Jesus Heals a Demon-Possessed Man and a Sick Woman: [Mark 5:1-34](#)

**Theme:** Entertainment/Pastimes

**Pronunciation:** /E/ spelled open e, /I/ spelled open i

**Grammar:** **Would like/wouldn't like** to express desires, and invitations. **Would** used as a contraction: 'd. Irregular verbs.

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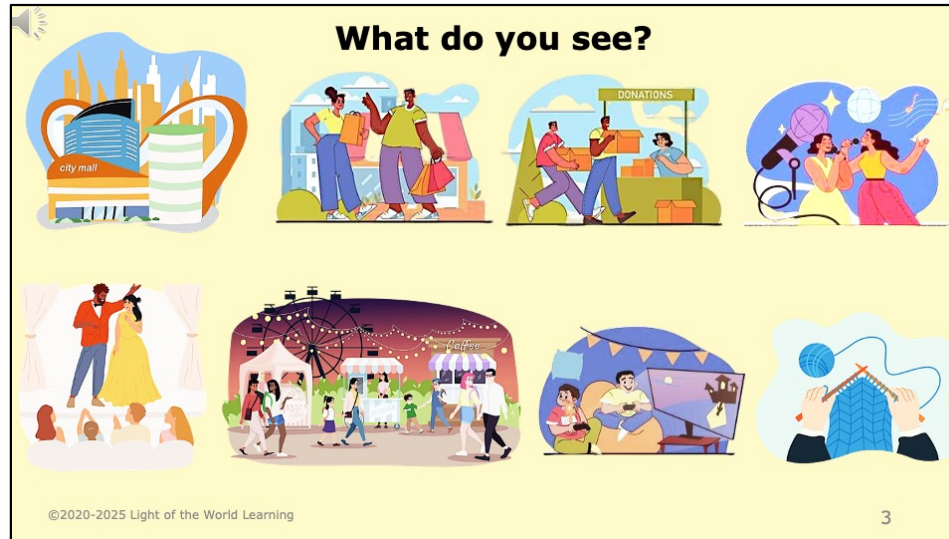
### Pray

Pray for the class. You may want to thank the Lord for all the fun activities and hobbies that bring us joy.

### Check Homework and Review

Ask students 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.






### 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: **downtown, a mall, a shopping center, volunteering, a club, a concert, a play, a theater, a fair, video games, knitting.**







More advanced students can be encouraged to make complete sentences:

**People are enjoying entertainment and pastimes.**

  **Entertainment and Pastimes** 

Next weekend, my friends are coming to visit and we'd like to explore fun activities **downtown**. First, we'd like to go to the **mall** and buy some presents for them to take home. After that, we'd like to **volunteer** at my church, collecting donations of food and clothing for the homeless. At night, we'd like to visit a karaoke **club**, but I'm not good at singing!

The next day, I'd like to go to a **theater** to watch a funny **play**, but my friends would rather visit the **fair** to go on the rides, see **art** made by local painters, and listen to a **concert**. Then they would like to play **video games**. To end the day, I'd like to visit the **community center** to try a **knitting** class. I think we will have fun together, even if I'm terrible at singing!


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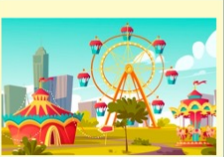

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**1B. Read about the Theme Picture**

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 play	2. a concert	3. a fair	4. downtown

A. the center or business district of a city  
 B. a performance by a musical group.  
 C. an event in a park with rides and games  
 D. a story performed by actors on a stage

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## 2A. Vocabulary

**1. Say the word a few times**, as you indicate the picture. For example, say, "a play, a play, a play." 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 play is a story performed by actors on a stage."



**3. Check students' comprehension further by asking direct questions.** For example, "Did you ever go to a fair?" "When do you go downtown?"

### Answers

1. D
2. B
3. C

4. A

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

5. We can visit many different stores at the	E. at our town's <b>community center</b> .
6. We would like to participate in activities	F. <b>creative art</b> . 
7. The <b>theater</b> is a good	G. <b>mall</b> . It's also called a <b>shopping center</b> .
8. The artist is making	H. place to watch a play. 

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## 2B. Vocabulary

**1. Say the beginning of the sentence a few times**, as you indicate the picture. For example, say, "The theater is a good, the theater is a good." 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, "The theater is a good place to watch a play."




**3. Check students' comprehension further by asking direct questions.** For example, "Have you been to a theater?"

### Answers

- 5. G
- 6. E
- 7. H

8. F

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

9. We play <b>video games</b>	I. to teach a class to children at my church.
10. We enjoy dancing to pop music at	J. on our computers or phones. 
11. My family and I 	K. like <b>to knit</b> clothing for our friends.
12. I <b>volunteered</b>	L. the night <b>club</b> . 

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## 2C. Vocabulary

**1. Say the beginning of the sentence a few times**, as you indicate the picture. For example, say, "We play video games, we play video games, we play video games." 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, "We play video games on our computers or phones."

**3. Check students' comprehension further by asking direct questions.** For example, "Have you ever volunteered or knitted?" "Do you like video games?"

### Answers

9. J  
10. L

11. K  
12. I

 We use **would like** to offer something or to tell what we want. The contractions are **'d like** or **wouldn't like**.

Question	Positive +	Negative -
1 Would you like to learn how to knit?	Yes, I would like to learn. Please teach me!	No, I would not like to learn.
2 Where would you like to go tomorrow?		
3	Yes, she'd love to write about it.	
4		No, he wouldn't like to volunteer.
5 What would you like to see tonight?		

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## 2D. Grammar – Would like

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

Model, Repeat and Solo the pronunciation of row 1. Then have students complete the chart by asking and answering questions with **would**.

Answers will vary, but may include:

2. I'd like to go to the state fair tomorrow. I wouldn't like to go downtown.
3. Would she like to write a blog about her mission experience? No, she would not like to write about it.
4. Would Tim like to volunteer to teach English. Yes, he would.
5. We would love to see a play. We wouldn't like to see a concert.

 We can use **would like** or **would not like** to politely tell what we prefer. The contractions are **'d like** or **wouldn't like**.

	Make sentences using the words.
1	I'd like to play cards. I <b>wouldn't like</b> to play tennis.
2	We <b>would like</b> to visit the mall. We <b>wouldn't like</b> to swim.
3	He/theater/community center
4	She/knit/fair
5	They/concert/downtown
6	I/club/play

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**2E. Grammar – Would like**

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

Model, repeat, and solo rows 1 and 2, then ask students to complete 3-6 by saying sentences with the words provided and using forms of **would** and **wouldn't like**.

Answers may vary but should include correct forms of **would** and the words provided.

- 3. He would like to go to the theater. He wouldn't like to visit the community center.
- 4. She would like to knit socks. She wouldn't like to visit the fair.
- 5. They'd like to go to the concert. They wouldn't like to drive downtown.
- 6. I'd like to dance at the club. I wouldn't like to see a play.

 **We ask *would* \_\_\_\_ *like* to be polite when we request or offer something.**

	Request	Response
1	Would you like to play a video game?	No, I wouldn't. Thanks.
2	Would she like to visit the state fair?	Yes, she'd like to visit.
3	_____ take photos at the mall?	
4	_____ swim at the pool downtown?	
5	_____ to eat some _____?	
6	_____ to drink some _____?	

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## 2F. Grammar – Would Like

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

Model, repeat, and solo rows 1 and 2, then ask students to complete 3-6 by asking and answering questions with the words provided and using forms of **would** and **wouldn't like**.

Answers may vary but should include correct forms of **would** and the words provided.

3. Would you like to take photos at the mall? Yes, I would.
4. Would you like to swim at the pool downtown? No, I wouldn't.
5. Would he like to eat some pasta? Yes, he would.
6. Would you like to drink some water? Yes, I'd like to drink water.



Practice Irregular Verbs			
	Base form	Simple past	Tell what you did last year and what you would or wouldn't like to do next year.
1	speak	spoke	I spoke Thai last year, but I'd like to speak English next year.
2	stand	stood	We stood in line at the club last year, but we wouldn't like to stand in line next year.
3	swim	swam	I
4	take	took	We
5	teach	taught	He

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## 2G Grammar – Irregular Verbs

Note: Irregular verbs do not form the simple past tense by adding -ed to the end. There is no pattern to how to form irregular simple past tense verbs. They just need to be memorized

Model, repeat, and solo rows 1-2, then ask students to complete 3-5 with the base and past form of the verbs provided and using forms of **would** and **wouldn't like**.

Answers may vary but should include correct forms of **would** and the verbs provided.

Practice Irregular Verbs			
	Base form	Simple past	Tell what you would or wouldn't like to do next week and what you did last week.
6	tell	told	I'd like to tell my mom "I love you" next week. I also told her last week.
7	think	thought	
8	understand	understood	
9	wear	wore	
10	write	wrote	

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## 2H. Grammar - Irregular simple past verbs

Note: Irregular verbs do not form the simple past tense by adding -ed to the end. There is no pattern to how to form irregular simple past tense verbs. They just need to be memorized

Model, repeat, and solo row 6, then ask students to complete 7-10 with the base and past form of the verbs provided and using forms of **would** and **wouldn't like**.

Answers may vary but should include correct forms of **would** and the verbs provided.



### Listen and repeat.

A: Hello **Tanya!** I've missed you. Would you like to **get together** soon?

B: I would love to **get together**. They are putting on a **fair downtown** tomorrow night. Would you like to **go**?

A: Sorry, I'm **busy** tomorrow. What about Saturday night? Would you like to go to **a jazz concert**? It starts at 6 p.m.

B: Yes, **I'd love to!** We could even go to the **club** to dance afterwards.



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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).



### Open syllables end with a single vowel that is pronounced like the vowel's name.

1. /E/ spelled open e	2. /I/ spelled open i	3. Challenge
be	hi	
me	Fri-day	
she	ti-ny	
de-mon	Bi-ble	
e-ra-ser	spi-der	

4. Last Friday she read her Bible to me.
5. The tiny spider sat on my eraser.

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#### 4A. Pronunciation - Sound and Spelling

An open syllable ends with a single vowel that is pronounced like the name of the letter. **Be**, **hi**, and the first syllable of **eraser** and **Friday** are open syllables. A closed syllable ends in a consonant and has a short vowel sound (hat, bas-ket, but).

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


(For example, point to the **/E/** spelled e and say **/E/ /E/ /E/**. Then say the sound and quickly read the entire list, pointing to each item as you read it (**/E/ be, me, she, demon, eraser**). 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 this lesson and from previous lessons to make a group of 3-5 words.

 **Listen and repeat.**

A. —	B. — _	C. — _ _
clubs	concert	flammable
art	center	video
plays	artist	shopping mall
knits	movie	theater
clothes	bleeding	realized

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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.

Read [Mark 5:1-34](#) in your language. Then read the story: **Jesus Heals a Demon-Possessed Man and a Sick Woman**



Jesus and his disciples went in their boat to the place where the Gerasene people lived. When Jesus got out of the boat, a man came to him from the caves where the dead are buried.

This man had an evil spirit living inside him. He lived there by the tombs. He was always screaming and cutting himself with stones. He was so strong that nobody could tie him up. Sometimes people even put chains on his arms and legs, but

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### 5A. Bible Reading

Be sure students read this story in their first language 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. Encourage students to act out 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.

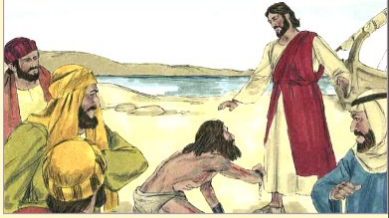
he broke the chains. The man ran up to Jesus and knelt down in front of him.

Then Jesus spoke to the demon in the man and said, "Come out of this man!"

The demon shouted, "What do you want with me, Jesus, Son of the Most High God? Please do not torture me!"

Then Jesus asked the demon, "What is your name?"

He replied, "My name is Legion because we are many."



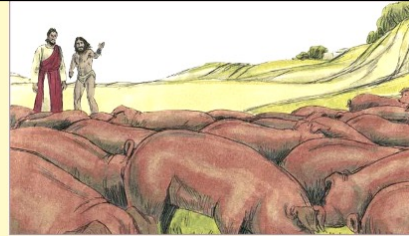
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### 5B. Bible Reading

- 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. Encourage students to act out the story.

There was a large herd of pigs feeding on a nearby hill. The demons begged Jesus, "If we must leave, please send us into that herd of pigs instead!" So, Jesus let them do this.



Then the demons came out of the man and went into the pigs. The herd of pigs ran down a steep bank into the lake and all of them drowned.

There were about 2,000 pigs in the herd.

### 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. Encourage students to act out the story.

The men who worked taking care of those pigs saw what happened. They ran into the town. There they told everyone what Jesus had done.



The people from the town came and saw the man who used to have the demons. He was sitting calmly, wearing clothes, and acting like a normal person.

The people were very afraid and begged Jesus to leave their town. So, Jesus got into the boat to go back to Galilee. The man who used to have the demons begged to go along with Jesus.

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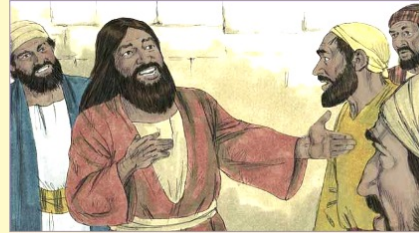
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### 5D. Bible Reading

- 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. Encourage students to act out the story.



But Jesus said to him, "No. I want you to go home and tell everyone what God has done for you. Tell them how the Lord was good to you."

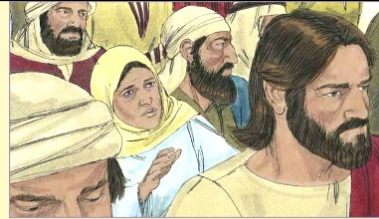


So, the man went away and told everyone about what Jesus had done for him. Everyone who heard his story was amazed.

### 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. Encourage students to act out the story.

Jesus returned to the other side of the lake. After he arrived there, a large crowd gathered around him and pushed close to him. In the crowd was a woman who had suffered from a bleeding problem for 12 years.



She had paid all of her money to doctors, but no doctor was able to heal her. She only got worse.

She heard that Jesus healed many sick people. She thought, "I'm sure that if I can just touch Jesus' clothes, then I will be healed!" She came behind Jesus and touched the bottom of his robe. As soon as she touched his robe, the bleeding stopped!


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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. Encourage students to read aloud paragraphs from the story. Encourage students to act out the story.

Immediately, Jesus felt that power had gone out from him. So, he turned around and asked, "Who touched me?"



The disciples replied, "There are many people crowding around you and pushing into you. Why did you ask, 'Who touched me?'"

The woman fell on her knees before Jesus, shaking and very afraid. Then she told him the whole story.

Jesus said to her, "Daughter, Your faith has healed you. Go in peace."

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### 5G. 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. Encourage students to act out the story.



### Answer the questions.

1. How did the demon-possessed man act?
2. Why did the people of Gerasene beg Jesus to leave?
3. Why did Jesus tell the healed man to go home?
4. Why did the bleeding woman touch Jesus' robe?
5. Why did Jesus ask the woman to tell what had happened to her?
6. What has God has done for you? Who have you told?

### 5H. Bible Reading Questions

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

#### Answers:

1. He cut himself, screamed, broke chains, and lived by the tombs.
2. They were afraid. Maybe they were mad because the pigs died.
3. So that he could tell his family and friends how God was good to him.
4. She knew he could heal people. She believed if she touched his clothes she would be healed.
5. Maybe he wanted other people to hear her story and how she was healed.

Answer to question 6 will vary



### Listen and answer the questions.

1. How was the park when they arrived?
2. How tall were the trees?
3. What was the great idea?
4. What is the only legal way to climb them?
5. When will the family get back home?




### 6A. Activities – Dictation of sound/spelling words: Long /E/ spelled open e and long /I/ spelled open i

Read the script below at least two times as students listen and answer the questions. Students should NOT read the script.

My family went camping at Redwood National Forest. We arrived at the park on Sunday evening. The park was very quiet and peaceful. As we got closer to our campsite, my mother exclaimed, "Look at the size of those trees!" She pointed out the window. The trees were as tall as giants. I had a great idea and told my father, "Maybe we can climb them!" My father replied, "We can ask our tour guide tomorrow." The next day, our tour guide said Redwood trees are a variety of the cedar tree. He said that the only legal way to climb them is to go on an official climbing experience. "I would like to do that," I said. "What do I have to do?" The guide said, "You can volunteer to organize a tree climbing club with your friends. If you register the club with the forest officials, you can get permission to climb a tree." "Great!" I said, "I will plan to do that when we get back home next Friday."

**Answers:** 1. The park was **quiet** and peaceful. 2. The trees were as tall as **giants**. 3. **Maybe we** can climb them. 4. The only **legal** way to climb them is to go on an official climbing experience. 5. They will get home on **Friday**.

**Partner A.** Look at these pastimes and ask your partner what he or she would like to do and why.



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### 6A. Activities – Pair work

Partner A will ask partner B about the different activities on this slide.

Learners must ask and answer questions with “Would you like...?” and “I would/wouldn’t like... because ....”

Model by giving an example, “Would you like to make art from a stone?” “Yes, I would because I like to create sculptures.”

Answers will vary, but may include: making art sculptures, sewing, gardening, woodworking, hair styling, and painting.

 **Partner B.** Look at these pastimes and ask your partner what he or she would like to do and why.



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### 6B. Activities – Pair work

Partner B will ask partner A about the different activities on this slide.

Learners must ask and answer questions with “Would you like...?” and “I would/wouldn’t like... because ....”

Model by giving an example, “Would you like to ride a motor scooter without a helmet?” “No, I wouldn’t because it is dangerous.”

Answers will vary, but may include: riding a motor scooter, playing tennis, baking, exercising, meeting new people, singing and playing music.



## Song: I Would Like to Read – Part 1

Come on brother and help me read.  
I'd like to read the sweet story of love.  
How the father created the heavens and earth,  
And sent us his son from above.

Come on sister and help me read.  
I'd like to read the sweet story of light.  
How Jesus came to set the captives free,  
And to give the blind people sight.

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### 7A. Songs

**Note:** This song's lyrics continue on the next slide.

Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits.

- 1. Model:** Read the song lyrics out loud to the class. Ask if there are any questions. Write words that students ask about on the board and give simple definitions. Then sing it two or three times, as the students just listen.
- 2. Repeat:** Sing the selection again, a line or sentence at a time, as students repeat after you. Then play the recording and sing the song together as a class in unison.
- 3. Solo:** The student sings solo (or if shy, can just read the words aloud).



## Song: I Would Like to Read – Part 2

Come on brother and help me read.  
I'd like to read the sweet story of truth.  
How Jesus was killed and rose again,  
to save sinners like me and you.

Come on sister and help me read.  
I'd like to read the sweet story of old.  
How we can live forever in heaven with God,  
singing his praises on the streets of gold.

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### 7B. Songs







Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits.

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

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

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

**1A. Homework - Write about the pictures in the past tense.**

<p>1</p> 	<p>My brother and I volunteered to plant trees. We weren't paid.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	

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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 errors while providing praise and encouragement.

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

1. to volunteer
2. art

3. a theater
4. to knit
5. concert
6. the mall

**1B. Write about the pictures using would, wouldn't or 'd.**

<p>7</p> 		<p>10</p> 	<p>Would you like to attend a social event at the community center?</p>
<p>8</p> 		<p>11</p> 	
<p>9</p> 		<p>12</p> 	

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

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

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, use a form of **would** and use the following words:

- 7. downtown
- 8. a club
- 9. a fair
- 10. a community center
- 11. a video game
- 12. a play

**2A. Write and talk about what you did yesterday.**

	Verb	Simple Past Tense Sentences
1	speak	Did you <b>speak</b> much? Yes, I <b>spoke</b> a lot!
2	stand	
3	swim	
4	take	
5	teach	
6	tell	
7	think	
8	wear	
9	write	

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**Homework 2A. – Grammar and Vocabulary Review - Irregular simple past verbs**

Students will write questions and answers about what they did yesterday.

Answers will vary but should use the irregular past tense verbs.

1. spoke
2. stood
3. swam
4. took
5. taught
6. told
7. thought

8. wore
9. wrote



## 2B. Which would you rather do and why?

- A. Knit or hike? I would rather hike because it's faster and fun.
- B. Care for pigs or care for sheep?
- C. Travel in a boat or on a bus?
- D. Live in a cave or a house?
- E. Play a musical instrument or go to a concert?
- F. Visit an art museum or create your own art?
- G. Work downtown or work from home?
- H. Teach a language or learn a new language?

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### Homework 2B – Grammar and Vocabulary Review - Would

Students will answer the questions based on their own preferences. Answers will vary but should start with a capital letter, end with a punctuation mark, use a form of **would**, and have correct spelling and grammar. Letter A is an example.



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

Questions	Answers
1. Where would you like to <u>live</u> ?	I'd like to live downtown.
2. Did you go _____	
3. What is your favorite _____	
4. Where is _____	
5. How do you _____	
6. Who would volunteer _____	
7. Which play _____	

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### Homework 3. – Conversations - Pair work

First, students complete writing the questions with their own words. Then students interview a partner and write their partner's answers. Check answers for correct grammar and punctuation.

Number 1 is an example.

**Questions and answers will vary**, but may include:

2. Did you go to the concert yesterday? Yes, I went.
3. What is your favorite pastime? I like to walk in the park.
4. Where is the community center? It is near the library.
5. How do you get to the mall from here? Drive west on Beach Blvd. and turn right at the first light.
6. Who would volunteer to teach art? I would volunteer.
7. Which play is showing at the theater? Nothing good.

**4. Read [Luke 9:18-20](#) in your language and English. Then write the bold words in the columns.**

One day **Jesus** was praying alone. Only his **disciples** were with him. He asked them, "Who do the crowds say **I** am?"

They **replied**, "Some say John the Baptist. Others say **Elijah**. Still others say that one of the prophets of long ago has come back to life."

"But what about you?" **he** asked. "Who do you say I am?"

**Peter** answered, "God's **Messiah**."

Open /E/	Open /I/	Both
		<b>Elijah</b>

*From the **Bible**, [Luke 9:18-20](#) NIRV*

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

Students should first read the verses in their own language, then listen and read the verses in English. This homework practices writing, spelling, and pronouncing the open syllable /E/ and /I/ sounds.

**Answers**

Open /E/ - **Jesus**, **replied**, **he**, **Peter**

Open /I/ - **disciples**, **I**, **Messiah**, **Bible**

Both - **Elijah**

## **5. Order the events from the Bible story from 1-7.**

- 1** A demon-possessed man ran up to Jesus.
- \_ Jesus told the man to go home and share his story about God's mercy.
- \_ The woman was healed from her bleeding.
- \_ A sick woman reached out to touch Jesus' robe.
- \_ Jesus sent the demons into the pigs, and they drowned.
- \_ Jesus told the woman, "Your faith has healed you."
- \_ Jesus and his disciples traveled to the other side of the lake.

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### **Homework 5. – Bible Reading Review**

Students may look back at the story to number the sentences from 1 to 7. Number 1 is the example.

#### **Answers:**

- 1** A demon possessed man ran up to Jesus.
- 3** Jesus told the man to go home and share his story about God's mercy.
- 6** The woman was healed from her bleeding.
- 5** A sick woman reached out to touch Jesus' robe.
- 2** Jesus sent the demons into the pigs, and they drowned.
- 7** Jesus told the woman, "Your faith has healed you."
- 4** Jesus and his disciples traveled to the other side of the lake.



## 6A. Choose 1 verse to memorize.

**A** "Go back home and tell people what God did for you. So the man went all over town telling what Jesus had done for him."

[Luke 8:39](#)

**B** "Christ carried our sins in his body on the cross. He did this so that we would stop living for sin and live for what is right. By his wounds you were healed."

[1 Peter 2:24](#)

### 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** "Tell all the nations how wonderful he is! Tell people everywhere about the amazing things he does."

[1 Chronicles 16:24](#)

- Read the next lesson's Bible verses: [Mark 4:1-20](#), [Matthew 13:31-46](#), and [Luke 18:9-14](#) in your language.

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

## **7A. Read about Pastimes and answer the questions.**

Studying English, working, and managing our daily life activities take up most of our time. But relaxing and recreation are also important for us. Since our time is valuable and limited we do not want to waste it. But what is the best way to use our free time?

A pastime is an enjoyable activity that you do to pass the time. Reading the Bible, singing praise songs, and talking to God are great pastimes. Joining a church group or volunteering can be fun, too. These activities help you get to know the Lord and other people.

There are lots of other fun pastimes. You could try painting, playing an instrument, or joining a team. Visiting a museum, going to a concert, or seeing a play can be interesting. Spending time outside, like hiking or having a picnic, is good for your mind and body.

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### **Homework 7A. – Everyday Reading and Writing**

The learners will finish reading the article on 7B and then answer the questions on the slide 7C.



## **7B. Read and answer the questions. (cont.)**

Sports are popular pastimes, whether you are watching a game or playing one. In many countries, soccer is the national pastime. Baseball, basketball, and ping pong are other familiar sports you may enjoy.

Hands-on hobbies such as cooking, sewing, knitting, painting, or building things allow you to be creative. They also produce something useful for yourself or other people.

What are your favorite pastimes? How do you like to spend your free time when you are awake and not studying or working? Making good choices about using your time will help you to feel refreshed and relaxed.

### **Homework 7B. – Everyday Reading and Writing**

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



### **7C. Answer the questions about pastimes.**

1. What is a pastime?
2. How can joining a church group or volunteering benefit you and others?
3. Why is it important to make good choices about pastimes?
4. Which sports do you like to play or watch?
5. Which hands-on hobbies do you enjoy?
6. Which places do you like to visit?

### **Homework 7C. – Everyday Reading and Writing**

#### **Answers:**

1. A pastime is any game or activity that you do to pass the time.
2. You get to know the Lord and other people.
3. Because we don't want to waste time. We want to feel refreshed and relaxed.

Answers will vary for 4-6.



## 8. Writing



Write a letter to invite a friend to visit you for the weekend. Tell what you would like to do.

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### Homework 8. – Writing

**Model.** Write a short letter to a friend making plans for the weekend. For example: "Dear Ellie, I hope you are well. Would you like to come visit this weekend? There are a lot of fun activities we can do. Would you like to go to the Jake Scott concert with me? Call me and let me know. Your friend, Lisa"

Answers will vary but should use correct grammar and punctuation.



## 9. Now I Can...

- I can talk about entertainment and pastimes.
- I can use the new words including \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- I can use "I would like/Would you like?" to express desires and make suggestions.
- I can understand that Jesus heals.
- I can understand that Jesus wants me to tell other people about him.

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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 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](https://LightOfTheWorldLearning.org)



## Appendix



- How to Use Lessons: [bit.ly/UseLOTW](https://bit.ly/UseLOTW)
- Irregular Verb List: [bit.ly/ListVerbs](https://bit.ly/ListVerbs)
- Lesson Downloads: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)
- Order Books: [bit.ly/BooksLOTW](https://bit.ly/BooksLOTW)
- Share Your Feedback: [bit.ly/FeedbackLOTW](https://bit.ly/FeedbackLOTW)
- Table of Contents: [bit.ly/TocLOTW](https://bit.ly/TocLOTW)
- Video Channel: [youtube.com/@LightOfTheWorldLearning](https://youtube.com/@LightOfTheWorldLearning)
- Vocabulary List: [bit.ly/VocabUS](https://bit.ly/VocabUS)
- Website: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)

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Bible story and pictures on slides 16-22 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>

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