

Teacher's Notes:

Bible Reading: Jesus Called Sinners to Repent – [Mark 2:13-17](#)

Theme: Communications through Devices

Pronunciation: /Er/ and /oi/

Grammar:

- How often?
- Adverbs of frequency
- Present simple tense

Preparation:

- Pray
- Read [Mark 2:13-17](#)
- Preview slides and song
- Optional: Bring a radio, cell phone, computer, newspaper, letter.



Pray, Review, and Preview

Bible Reading: Jesus Called Sinners to Repent – [Mark 2:13-17](#)

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- How often?
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Pray

Pray for the class. You may want to thank the Lord for the ability to communicate with people all over the world!

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read [Mark 2:13-17](#) 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: , computer, speak, text, cellphone/mobile phone, newspaper, Internet, radio, bird, Twitter, laptop, etc.

More advanced students can be encouraged to make complete sentences:

“He types on his laptop.” “They text on their phones.”



1B. Show Words for Theme Picture


Please show the names of the theme picture items to the students briefly.

These words can be studied for homework.

Practice of vocabulary begins with the following slide.



Listen and repeat.

<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
to speak	to stop	to call	to text
He always speaks English.	I never stop praying.	He usually calls on Sundays.	We sometimes text.

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2A. Vocabulary

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





2. **Say the word and the adverb that may be used several times,** as you indicate the object. For example, say: *always speaks, always speaks, always speaks*. Have your students then repeat the words after you several times.

3. **Say the word in the same sentence again.** Have students repeat after you each time, "He always speaks English."

4. **Check students' comprehension by asking direct questions.** For example, *What language does he speak? When does he usually call?*



Listen and repeat.

<p>5</p> 	<p>6</p> 	<p>7</p> 	<p>8</p> 
to type	to ask	a video	social media
We type our homework.	She always asks good questions.	videos	

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2B. Vocabulary

Note: "Social media" always uses a singular verb: "Social media is popular."

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

2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *to ask, to ask, to ask*. Have your students then repeat the word after you several times.

3. **Say the word in the same sentence again.** Have students repeat after you each time, "She always asks good questions."

4. **Check students' comprehension by asking direct questions.**

For example, *What is this? Where's the keyboard on which to type?*



Listen and repeat.

<p>9</p> 	<p>10</p> 	<p>11</p> 	<p>12</p> 
<p>the news</p>	<p>a radio</p>	<p>a letter</p>	<p>a newspaper</p>
	<p>radios</p>	<p>letters</p>	<p>newspapers</p>

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2C. Vocabulary

Note: "news" always has a singular verb: "The news is good."

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

2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *the news, the news, the news*. Have your students then repeat the word after you several times.

3. **Say the word in the same sentence again.** Have students repeat after you each time, "The news is on TV."

4. **Check students' comprehension by asking direct questions.**

For example, *What is this? Where's the letter? Is this a newspaper?*



Listen and repeat.

Adverb	Frequency	Sentence
Always	100%	I always enjoy coffee.
Sometimes	50%	He sometimes writes letters.
Never	0%	She never watches the news on TV.

A. **How often** do you listen to the radio?

B. I **always** listen to the radio when I drive to work.



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2D. Grammar

Adverbs of frequency describe how often an action is done. There are six main adverbs of frequency in English: *always*, *usually*, *often*, *sometimes*, *rarely*, and *never*. These are relative and approximate frequencies.

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



Listen and repeat



A: How often does **Joe** listen to the radio?

B: He **never** listens to the radio.

A: How often does **Sara** write letters?

B: She **always** writes letters.



A: How often do you text your friends?

B: I **sometimes** text my friends.

A: How often do you call your mother?

B: I **usually** call her two times a week.



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3A. 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 and answer truthfully).



Listen and repeat.

A: Hi! Can I ask you a question?

B: Sure!

A: Do you like to use social media?

B: **No.** I **stopped using social media.** Now I just speak to my friends or text them. How about you?

A: I **always** check **Facebook** to see videos and photos of my friends. But I **usually** get the news from **the newspaper or TV.**



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3B. 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 and answer truthfully as to their preferences).



Listen and repeat.

1. /Er/	2. /oi/	3. Challenge
ear	oil	
hear	point	
year	noise	
here	boy	
near	joy	

- A. The boy hears noise with his ears.
B. Christ always brings joy here.

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4A. Pronunciation – Sound and Spelling

Point out that the letters “ear” usually spell the /Er/ sound (as in ear), and the letters “oi” and “oy” usually spell the /oi/ sound (as in oil).

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

(For example, point to the word “oi” and say /oi/, /oi/, /oi/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/oi/, oil, point, noise, joy). 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.

4. **Challenge:** Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.



Listen and repeat.

A. <small>—</small>	B. <small>— -</small>	C. <small>— --</small>
call	email	radio
text	letter	media
speak	better	beautiful
stop	sinner	family

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4B. Hum and clap the stress.

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

You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

1. Model: Hum and then say each word in the group several times. Students listen.

2. Repeat: Students repeat words after you in unison.

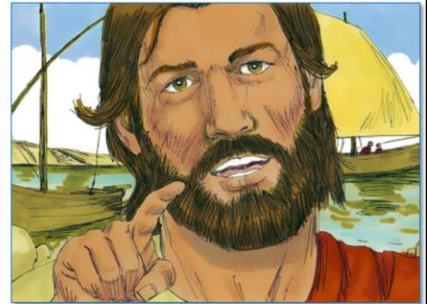
3. Solo: Call on individuals to read the entire group of words.

Jesus Called Sinners to Repent - Mark [2:13-17](#)

One day, Jesus was by a lake. Many people came to hear him. He taught them about God.

Later Jesus walked by the lake. He saw a man named Levi. Levi worked as a tax collector. Jesus said to him, "Come follow me." Levi stood up and followed Jesus. He stopped being a tax collector.

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5A. Bible Reading

Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand.

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

Jesus went to the house of Levi to eat. Many tax collectors and people who did not follow Jewish religious laws were there. They were some who followed Jesus.



Some Jewish religious leaders found Jesus at Levi's house.

They saw Jesus eating with tax collectors and sinners. They were mad and asked, "Why does Jesus eat with these tax collectors? Why does He eat with sinners?"

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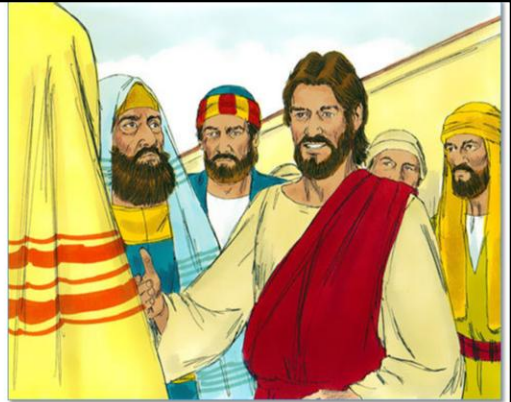
5B. Bible Reading

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



The leaders did not really care about the people.

Jesus heard them. He said to them, "People who are well do not need a doctor. Only people who are sick need a doctor."



Then Jesus said to them, "I did not come to call people who think they are good. I came to call sinners to come to God."

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5C. Bible Reading

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



Answer the questions.

1. What did Jesus say to Levi?
2. Why were the religious leaders mad at Jesus?
3. What did Jesus say to them?
4. What is Jesus calling you to do?



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5D. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1, 2, and 3 you may go back to the story to help students find the answer.

Answers:

1. Come follow me.
2. He chose sinners and tax collectors to follow him.
3. Jesus said that he did not come to invite people who think they are good, but he did come to call sinners.
4. For question 4, answers will vary.

Ask if they have any other questions or comments about the story.

Listen and fill in the blanks.

noise boy toilet call hears near coin
speak toilets text here oil asked year



A three __1__ old boy took a __2__ from his bank and put it in the toilet. His mother heard the __3__ and said, "Stop! Never put money in the __4__ ! I will call your father at work and __5__ to him. He'll be angry when he __6__ what you did!" The boy said, "No, you can't __7__ him." The mother __8__ , "Why not?" The boy smiled and said, "Because I just put your phone in the toilet, too!"

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6A. Activities: Dictation of sound/spelling words /Er/ and /oi/

1. Ask, "What do you see in the picture?" Explain the words coin, toilet, and piggy bank if the students don't know them. A piggy bank is a container shaped like a pig that children sometimes use to hold money.

2. Read the story 3 times as students listen and fill in the words. They can write the answers 1-8 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

A three **year** old boy took a **coin** from his bank and put it in the toilet. His mother heard the **noise** and said, "Stop! Never put money in the **toilet**! I will call your father at work and **speak** to him. He'll be angry when he **hears** what you did!" The boy said, "No, you can't **call** him." The mother **asked**, "Why not?" The boy smiled and said, "Because I just put your phone in the toilet, too!"

3. Check the answers together.

Write questions and ask your partner.

How often do you. . .	Answers
1. text <i>your friends</i> ?	I sometimes text my friends.
2. call ____	
3. email ____	
4. ____ videos	
5. listen to ____	
6. ____ social media	
7. ____ the news	
8. ____ a letter	
9. speak ____	

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6B. Activities – Pair work

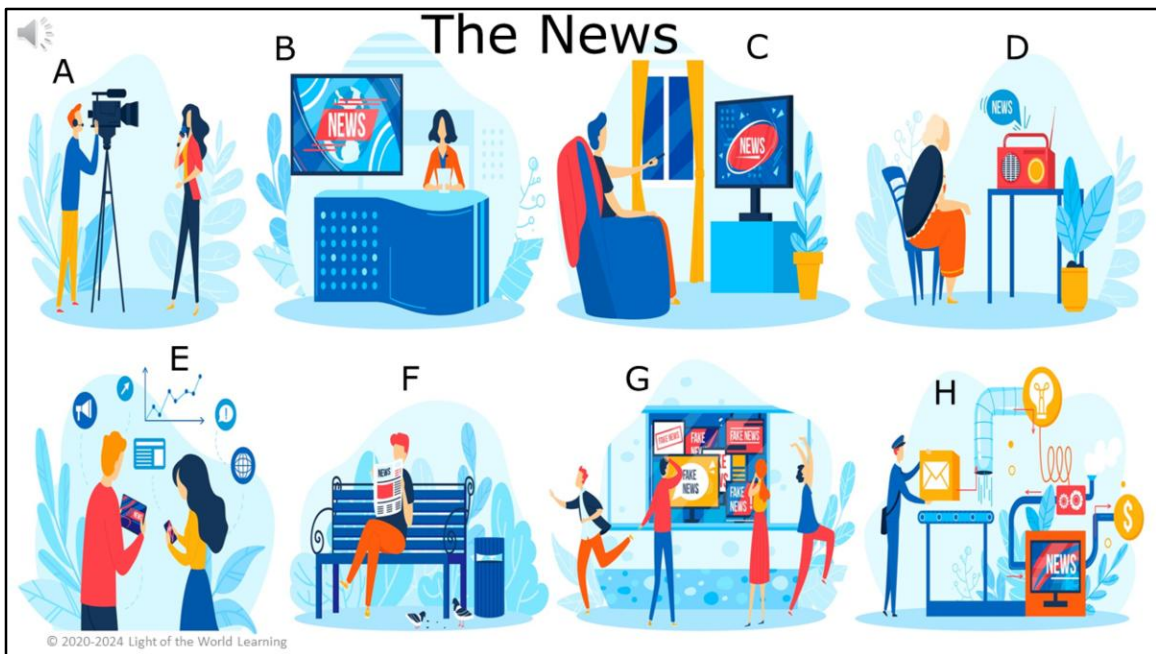
First, ask students to complete writing the questions with their own words. Be sure they put a question mark at the end. Number 1 is an example.

Their questions will vary, but may include:

2. How often do you call your sister?
3. How often do you email your teacher?
4. How often do you watch funny videos?
5. How often do you listen to the news on the radio?
6. How often do you look at social media?
7. How often do you read the news?
8. How often do you write a letter to your family?
9. How often do you speak English with friends?

Then ask students to interview a partner and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.



6C. Activity – Pair work

With a partner, students will ask questions and describe each picture. For example, one student will ask, “What do you see in picture A?” and the other student will answer. Then switch so the other student asks the questions.

Answers will vary but may include:

- A. The man uses a video camera. The woman speaks.
- B. The woman speaks about the news.
- C. The man watches the news on TV.
- D. The woman listens to the radio.
- E. They text and watch videos.
- F. He reads the newspaper.
- G. They see the news.
- H. The man sends a letter.



Song: Jesus Always Loves Us

Sometimes I feel bad.
Sometimes I feel shame.
But Jesus always listens
When I call his name.

Sometimes my life is hard.
Sometimes the news is sad.
But Jesus always helps me
Through good times and bad.

Jesus always loves us.
Jesus never leaves us.
He comes to help the sinners.
He forgives us and receives us.

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7. Songs

Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits. You can find lesson videos with songs and narration at https://youtube.com/playlist?list=PLJng2ac_rjoEdxyTn1uS9oyX0iiD33VZQ

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Give simple definitions for words students ask about. 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.

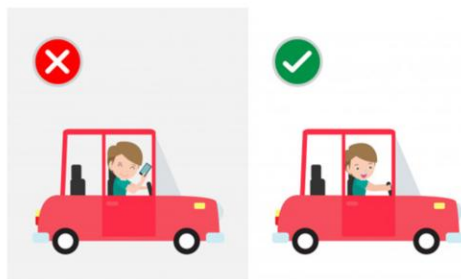
3. Solo: The student sings solo (or if shy, can just read the words aloud).



1 & 2 Homework

1. Review the previous 6 lessons' Bible readings, in your language.
2. Write sentences about how you communicate and how often.

- A. I never text and drive.
- B.
- C.
- D.
- E.
- F.



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Homework 1 and 2 – Reading the next Bible Lesson in L1 and writing about self with new vocabulary













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 ScriptureEarth.org or other Bible translation resources.

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

Repeat. Encourage students to find someone with whom to practice conversing and reading the completed homework assignment. They may use a bilingual dictionary.

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

 **3. Write the words for each picture.**

1 	2 	3 	4 	5 	6 
a video					
videos					
7 	8 	9 	10 	11 	12 

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Homework 3 – Write the vocabulary words with the pictures

Number one is an example. The answers are:

1. a video, videos
2. to ask, She always asks good questions.
3. to type, We type our homework.
4. a radio, radios
5. social media
6. a newspaper, newspapers
7. to speak, He always speaks English.
8. to stop, I never stop praying.
9. to text, He always texts his friends.
10. a letter, letters
11. the news
12. to call, He usually calls on Sundays.



4. Mark the /Er/ and /oi/ sounds. Then write and say the sentences.

A. I hear a noise when I type.	
B. Don't fe ar, I bring a message of joy !	
C. The no ise is ne ar her.	
D. Did you he ar my vo ice message?	
E. This ye ar will bring a lot of joy .	
F. A bo y dropped a radio in the to ilet.	
G. Do you live ne ar he re?	

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

This homework practices writing, spelling, and pronouncing the /Er/ and /oi/ sounds.

Answers:

- A. I **hear** a **noise** when I type.
- B. Don't **fe**ar, I bring a message of **joy**.
- C. The **no**ise is **ne**ar her.
- D. Did you **he**ar my **vo**ice message?
- E. This **ye**ar will bring a lot of **joy**.
- F. A **bo**y dropped a radio in the **to**ilet.
- G. Do you live **ne**ar **he**re?



5. Homework

Put the sentences in order from 1-6 from the story of Jesus and Levi.



- Jesus ate at Levi's house with sinners.
- Jesus said that he came to call sinners to come to God.
- Jesus told Levi the tax collector to come follow him.
- 1 Jesus was teaching by a lake.
- Levi stopped being a tax collector and followed Jesus.
- Jewish religious leaders asked why Jesus was eating with tax collectors.

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Homework 5 – Bible Story Review

Students may look back at the story to number the sentences from 1 to 6. Number 1 is the example.

Answers:

4. Jesus ate at Levi's house with sinners.
6. Jesus said that he came to call sinners to come to God.
2. Jesus told Levi the tax collector to come follow him.
1. Jesus was teaching by a lake.
3. Levi stopped being a tax collector and followed Jesus.
5. Jewish religious leaders asked why Jesus was eating with tax collectors.

6. Homework – Memorize a Verse

A Jesus was walking beside the lake, and he saw a man named Levi, son of Alphaeus. Levi was sitting at his place for collecting taxes. Jesus said to him, "Follow me." Then Levi stood up and followed Jesus.

[Mark 2:14](#) ERV

B When Jesus heard this, he said to them, "It is the sick people who need a doctor, not those who are healthy. I did not come to invite good people. I came to invite sinners."

[Mark 2:17](#) ERV

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Homework 6 – 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.

6. Homework – Choose 1 Verse to Memorize.

C

“What you say in the dark will be told in the light.
And what you whisper in a private room will be
shouted from the top of the house.”

Luke [12:3](#) ERV



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Homework 6 – Memorize a Verse

Learners get to choose a verse 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.

 7. Write sentences with the new words.

type

news

calls

stop

always

radio

ask

letters

speak

sometimes

never

text


- A. I sometimes type letters to my grandmother.
- B.
- C.
- D.
- E.
- F.
- G.
- H.

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Homework 7 – Grammar Review

Use the words provided to write sentences.

Answers will vary. Be sure each sentence begins with a capital letter and ends with a punctuation mark. Check spelling and grammar.

<p>8. Homework</p> <p>A. Where are the courses taught?</p> <p>B. When do classes start?</p> <p>C. What language is used?</p> <p>D. How do you contact professors?</p> <p><small>© 2020-2024 Light of the World Learning</small></p>		<p>Light University Online College Courses</p> <p><i>Classes start September 15.</i></p>
<ul style="list-style-type: none"> ▪ Attend classes anytime, by computer or smart phone ▪ Call, email, or text to get help from professors ▪ We are always open – 24 hours a day. ▪ Classes are taught in English ▪ Apply today. It's never too late to learn! 		

Homework 8 – Everyday Reading and Writing.

The learners will read the advertisement (ad) and answer the questions.

Answers:

- A. Online at Light University
- B. September 15
- C. English
- D. Call, email, or text



9. Homework

Write an email or letter of at least 6 sentences in your first language, then in English. See example below.

Hi Naomi,

How are you? I am good. We sometimes see your pictures on social media. Your family looks happy. I want to speak with you soon. Can you please call or text me? I always think of you.

Take care,

Noah

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Homework 9 – Writing a letter or email

Students will write a letter or an email in their first language and in English.



10. Homework - Now I Can...

- I can talk about communication and electronic devices.
- I can understand, say, read, and write the 12 vocabulary words.
- I can talk about the frequency of things happening.
- I understand that Jesus came for all sinners.

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Homework 10 – 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!



Closing Prayer

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31

Pray

You may want to ask for any special prayer requests, then pray for your students and bless them.

Help us share the Light of the World!

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

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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