

Teacher's Notes: Review of lessons 22-27

Bible Readings: God Promises the Messiah, The Birth of Jesus (1&2), Jesus is Baptized, Jesus Healed Many People, Jesus Called Sinners to Repent

Themes: Shopping, Family, Numbers, Daily Routines, Common Activities, Communication

Pronunciation: /U/ /y/ /w/ /z/ /v/ /ks/ /kw/ /zh/ /sl/ unvoiced /th/ /Er/ and /oi/

Grammar:

- Have/has
- Possessive adjectives and 'S
- How much/How many
- Count and non-count nouns
- Present simple affirmative
- Present negative & questions
- How often?
- Adverbs of frequency

Preparation:

- Pray
- Preview slides and songs
- Optional: Bring objects related to the lessons



Pray, Review, and Preview

Bible Readings:

- God Promises the Messiah
- The Birth of Jesus – Parts 1 & 2
- Jesus is Baptized
- Jesus Healed Many People
- Jesus Called Sinners to Repent

Themes:

- Shopping
- Family
- Numbers
- Daily Routines
- Common Activities
- Communication

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Pray

Pray for the class. You may want to thank the Lord for the progress they are making in learning English and the Bible.

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Review the main points of the previous lesson and ask if there are any questions.



Preview

Pronunciation:

- /U/ and /y/
- /w/ and /z/
- /v/ and /ks/
- /kw/ and /zh/
- /sl/ and unvoiced /th/
- /Er/ and /oi/

Grammar:

- Have/has and Do/Does
- Possessive adjectives and 'S
- How much/How many
- Count and non-count nouns
- Present simple affirmative
- Present negative & questions
- How often?
- Adverbs of frequency

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

What do you see?



1A. Discuss Theme Picture

- Ask “What do you see in this picture?” and “What else?”
- Repeat and write their words.

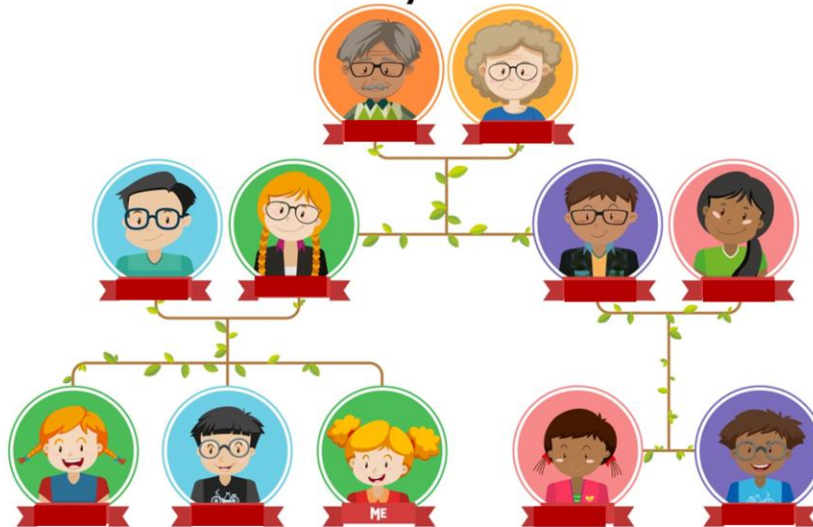
Answers may include: store, grocery store, supermarket, food, bread, meat, eggs, rice, tea, seafood, milk, noodles, pizza, coffee, cash register, etc.

More advanced students can be encouraged to make complete sentences:

I see juice on the shelves. We have juice but we need milk.



What do you see?



1B. Discuss Theme Picture – A Family Tree

- 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: family, child, boy, girl, brother, sister, aunt, uncle, cousin, husband, wife, daughter, son, parents, mother, father, grandparents, grandmother, grandfather, etc.

More advanced students can be encouraged to make complete sentences:

The girl has two cousins. She has one brother and one sister. Her brother has black hair.



1C. Discuss Theme Picture

Questions:

- 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:

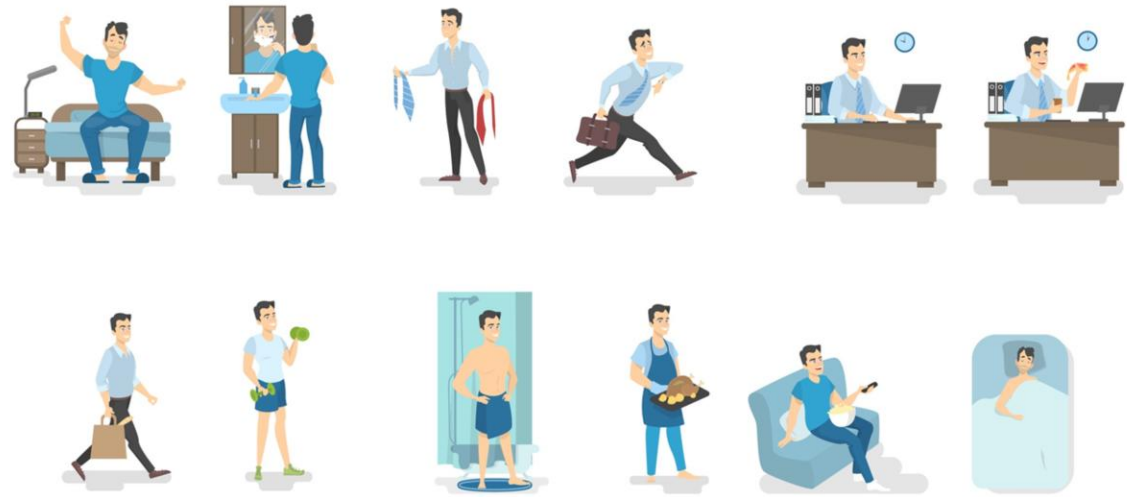
Answers may include: barn, baby, wrap, cloth, a few shepherds, a peaceful night, Jesus, Mary, Joseph, etc.

More advanced students can be encouraged to make complete sentences:

The baby is lying in a manger. The mother and father are happy.

This painting is *Adoration of the Shepherds* (1622) by Gerard van Honthorst

What does he do every day?



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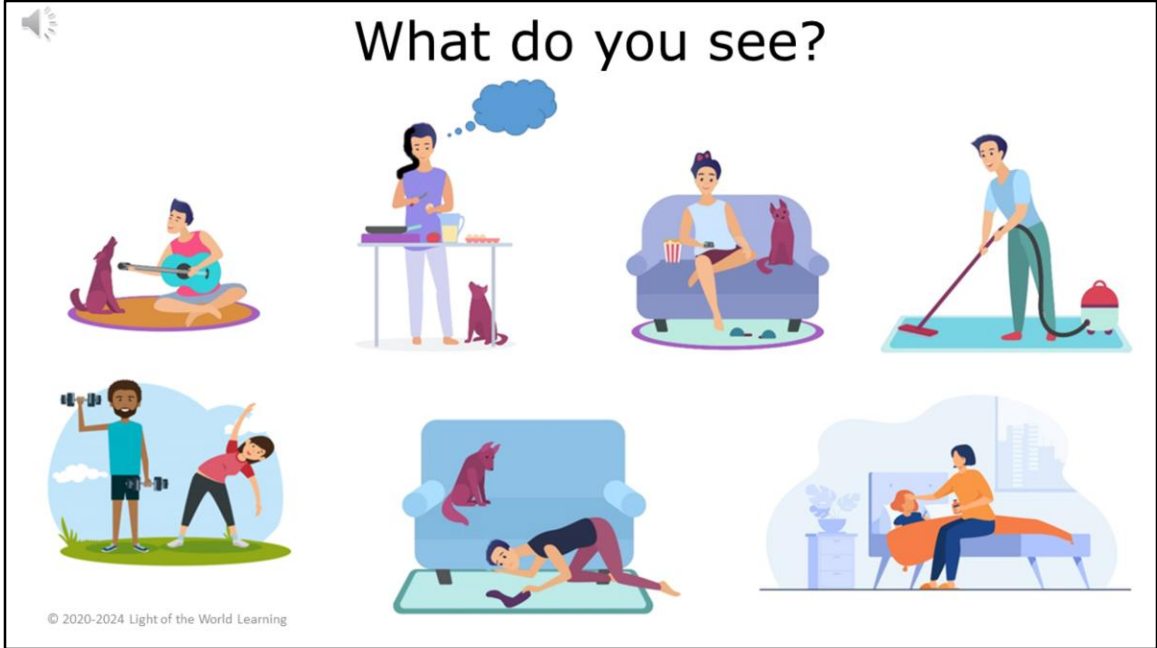
1D. Discuss Theme Picture

- Ask “What does he do every day?” “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: wakes up, bathes, walks, works, etc.

More advanced students can be encouraged to make complete sentences:

The man wakes up, shaves, and goes to work.



1E. Discuss Theme Picture

- Ask “What do you see in this picture?” and “What else?”
- Repeat and write their words.

Answers may include: rest, play, think, clean, pick up, exercise, sick, well

More advanced students can be encouraged to make complete sentences: He cleans the house.



1F. 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."



Listen and repeat.

Question ?		Affirmative +	Negative -
Do I	have ...? need...?	Yes, I have...	No, I don't have...
Do you		Yes, you need...	No, you don't need...
Do we		Yes, we buy...	No, we don't buy...
Do they		Yes, they sell...	No, they don't sell...
Does he	buy...?	Yes, he has ...	No, he doesn't have...
Does she	sell...?	Yes, he needs ...	No, he doesn't need...
Does it		Yes, she buys ...	No, she doesn't buy...
		Yes, it sells ...	No, it doesn't sell...

1. Do we have any rice? Yes, we have rice.
2. Does he sell seafood? Yes, but he doesn't sell meat.

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2A. Grammar

When the subject is **he**, **she**, or **it**, we put an **s** at the end of the first verb. This is called the Third Person **s**. Note that the verb **has** is irregular. We don't say **haves**.

Do we have any ____? No, we don't have any _____, but we need some _____.

Identify and practice uncountable nouns and their plurals:

Do we have any milk, water, rice?

Note that we do not say: Do we have any rices?

Any is used with questions and negatives. **Do we have any coffee? No, there isn't any.**

Some is used with affirmative forms. **Yes, there is some milk in the fridge.**

Spoken English usually uses the contraction forms. Written English

usually uses the full forms.

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



Listen and repeat.



Subject Pronoun	Possessive Adjective	Sentence
I	my	I love my father.
you	your	You love your grandmother.
he	his	He loves his grandchildren.
she	her	She loves her husband.
it	its	It loves its bed.
we	our	We love our parents.
they	their	They love their brothers.



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2B. Grammar

Use the sentences to show the difference between the subject use and the possessive adjective.

Note: **Its** and **it's** can be confusing. Remind students that **it's** with an apostrophe is a contraction for **it is**. **Its** is a possessive adjective for **it**.

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

You may also give examples and ask questions about yourself and your students: *This is **my** pen. Whose pen is it? Those are **your** books. Whose books are those?*



We can use **'S** to show belonging.

"Of" Phrase	Apostrophe S
The wife of Joseph	Joseph's wife
The son of Mary	Mary's son
The father of Isaac	Isaac's father
The mother of the girl	The girl's mother

1. He is Sara's husband.
2. We are John's parents.
3. They are the boy's grandmothers.

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2C. Grammar

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

You may also use students' possessions to demonstrate: *Whose pen is this? This is Joe's pen. Whose book is this? This is Susan's book.*



Listen and repeat.

10	20	30	40	50	60	70	80	90	100
11	21	31	41	51	61	71	81	91	
12	22	32	42	52	62	72	82	92	
13	23	33	43	53	63	73	83	93	
14	24	34	44	54	64	74	84	94	
15	25	35	45	55	65	75	85	95	
16	26	36	46	56	66	76	86	96	
17	27	37	47	57	67	77	87	97	
18	28	38	48	58	68	78	88	98	
19	29	39	49	59	69	79	89	99	

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2D. Vocabulary – Numbers 10-100

Note: the black numbers will be easier to learn, but students will need time to practice and memorize the blue numbers for homework.

- 1. Model** – Read all the numbers column by column.
- 2. Repeat** – Ask students to repeat the numbers.
- 3. Solo** – Ask for volunteers to read a column of numbers solo.



Listen and repeat.

	Question ?	Answers
Non-count	How much...?	I have a lot of candy. I have a little rice. I have some coffee. I don't have much time.
Countable	How many...?	He sees a lot of angels. He has 7 children. She has a few babies. I have many barns.

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2E. Grammar

Note: We use the quantifiers ***much, many, a few, a little, some,*** and ***a lot of*** to talk about quantities and amounts.

Countable nouns are things that can be counted easily: 1 chair, 2 pencils, 3 men.

Non-count nouns are things like liquids, gases, or small grains (rice, sand) that are hard to count individually. Instead we count their containers: one cup of coffee, two bowls of rice, a gallon of water.

How much is used for questions about money, weight, and non-count nouns. For example, "*How much candy is in the grocery store? There is a lot.*"

How many is used for questions about countable nouns. For example, "*How many forks are on the table? There are 3 forks on the table.*"

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



Countable and Non-Countable Nouns.

Amount	Countable	Non-Countable
+++++++	They see a lot of angels.	He has a lot of coffee.
+++	They see a few angels.	He has a little coffee.
1	They see an angel.	---
0	They don't see any angels.	He doesn't have any coffee.

A. How much coffee does he have?

B. How many angels do they see?

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2F. Grammar

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



Simple Present Tense

Subject	Verb
I	wake up
You	make breakfast
We	work
They	brush
The kids	watch TV
He	wake <u>s</u> up
She	make <u>s</u> breakfast
It	work <u>s</u>
John	brush <u>es</u>
The boy	watch <u>es</u> TV

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2G. Grammar

Note: Verbs in the 3rd person (he, she, it) add an **s** at the end. If the word ends in **ch, sh, s, x, z** (a hissing sound) we add **-es** to the end of the word. This adds another syllable to the verb.

3rd person **S** can be a difficult form to learn. We introduce it here, but we will continue to practice it for many lessons.

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



3rd Person Present Irregular Verbs

Subject	Verb
I You We They	have lunch do homework go to bed.
He She It John The girl	has lunch. does homework. goes to bed.

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2H. Grammar

Note: Goes, Does, and Has are irregular 3rd person forms of the verbs Go, Do, and Have. Note the spelling is NOT haves, dos, gos.

Verbs in the 3rd person (used with he, she, it, or the name for one person or one thing) have an **s** or **es** at the end.

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



Make and Do

Verb	Word partners	Sentences
Do	Dishes Laundry Work Homework	We do dishes. She does laundry. He does good work. You do homework.
Make	Types of food Types of drinks Mistakes Money	He makes lunch. I make rice. She makes coffee. I make tea. We make mistakes. They make money.

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2I. Grammar

Note: **Make** and **Do** partner with different words. These word partners are called “collocations” because they are located together. **Make** usually means to create something. **Do** often means to perform a task.

Use **DO** for actions, obligations, and repetitive tasks.

Use **MAKE** for creating or producing something, and for actions you choose to do.

DO generally refers to the action itself, and **MAKE** usually refers to the result.

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



Listen and repeat.

Do/Does	Subject	Verb	Positive Answer	Negative Answer
Do	I you we they	rest?	Yes, you do. Yes, I do. Yes, we do. Yes, they do.	No, you don't. No, I don't. No, we don't. No, they don't.
Does	he she it	clean?	Yes, he does. Yes, she does. Yes, it does.	No, he doesn't. No, she doesn't. No, it doesn't.

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2J. Grammar

Does is used with third person singular subjects. **Do** is used with any other subject.

Do/Does questions are answered with a yes or no. In the examples, the answers include a tag sentence after the yes or no: "Yes, we do." Tag sentences are in the statement order of S/V.

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



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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2K. 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.



Conversation Questions A

1. What do you like to eat?
2. What do you need from the store?
3. Tell me about your family. What are their names?
4. How old are they?
5. How much water do you drink?
6. When were you born? Where were you born?

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3A. Conversation Practice – Pair work

With a partner, students will practice asking and answering the questions.

Answers will vary.



Conversation Questions B

1. What 3 things do you do every morning?
2. What does your friend do at night?
3. When do you rest?
4. What do you like to clean? What **don't** you like to clean?
5. How often do you watch videos in English?
6. How often do you read the news?

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3B. Conversation Practice – Pair work

With a partner, students will practice asking and answering the questions.

Answers will vary.



Listen and repeat.

1. /U/	2. /y/	3. /w/
noodles	yeah	wife
food	yellow	women
4. /z/	5. /v/	6. /ks/
his	vegetables	six
zero	eleven	box

- A. We have six boxes of food.
B. His wife has eleven yellow vegetables.

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4A. Pronunciation – Sound and Spelling

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

Then say the sound and quickly read the two examples. pointing to each item as you read it. Students just watch and listen.

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

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



Listen and repeat.

7. /kw/	8. /zh/	9. /th/ unvoiced
quiet	garage	think
quickly	television	thanks
10. /sl/	11. /Er/	12. /oi/
sleep	year	boy
slave	ears	noise

- A. I don't like to sleep with the television on.
B. I think the noise is in the garage.
C. Every year goes by quickly.

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4B. Pronunciation – Sound and Spelling

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

Then say the sound and quickly read the two examples. pointing to each item as you read it. Students just watch and listen.

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

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



Say the word and the stress pattern.

A	B	C	D	E
—	— —	— —	— — —	— — —

1. vegetable
2. seafood
3. wives
4. family
5. a little
6. percent
7. goes
8. quiet
9. houses
10. forgive
11. radio
12. media

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4C. Hum the stress.

- 1. Model the first word:** Hum the D pattern and then say, "Vegetable, D"
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to say the words and pattern letters.

Answers:

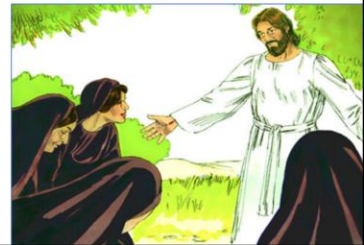
1. vegetable, D
2. seafood, B
3. wives, A
4. family, D
5. a little, E
6. percent, C
7. goes, A
8. quiet, B
9. houses, B
10. forgive, C
11. radio, D

12. media, D



Answer the questions

1. God said there would be a new sacrifice for sin. Who did God send?
2. How is the Messiah like a sheep?
3. Who will worship the Messiah?
4. What do you think about this Messiah?



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5A. Story Questions – God promises the Messiah

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. The new sacrifice would not be made with animals but through a special person.
2. This sacrifice, Jesus Christ, is called the Lamb of God. When he sacrificed his life for our sins, the effect is permanent. We as Christians no longer need to sacrifice animals because the payment for our sins was finished at the cross.
3. All countries and people who speak every language.
4. For question 4, answers will vary. You might ask them if they understand the sacrifice Jesus made and if they accept that gift of salvation.

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



Answer the questions

1. What did the angel tell Mary?
2. What did the angel tell Joseph?
3. What do you think it means that "God is with us"?
4. Do you think God is with you?



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5B. Story Questions – Matthew 1:18-25; Luke 1:26-35; Isaiah 7:14

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

Answers:

1. God is pleased with you. You will be the mother of a baby boy.
2. Do not be afraid to take Mary home as your wife. She will have a baby by the power of the Holy Spirit.

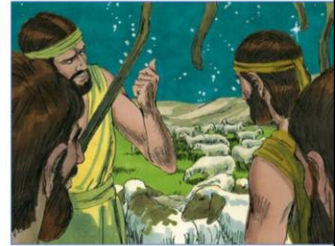
For questions 3 and 4, answers will vary.

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



Answer the questions

1. What did the angel tell the shepherds?
2. What did the shepherds tell everyone?
3. Why did God send angels to the shepherds?
4. What does this good news mean to you?



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5C. Story Questions – Luke 2:6-20

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

Answers:

1. Today your Savior was born. He is Jesus Christ the Lord.
2. They told everyone about Jesus.

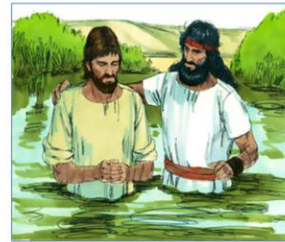
For questions 3 and 4, answers will vary.

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



Answer the questions

1. What did John the Baptist say about Jesus?
2. What did the Spirit of God look like?
3. What did the voice of God from heaven say about Jesus?
4. Were you baptized?



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5D. Story Questions – Matt. 3:13-17 and John 1:29-34

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:

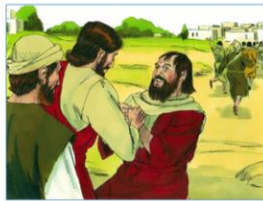
1. Here is the Lamb of God. He will take away the sins of all people. He is greater than I am. He was with God before I was born.
2. Like a dove. A white bird.
3. "This is my Son. I love him very much. I am very pleased with him."
4. Answers will vary.

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



Answer the questions

1. How did Jesus help people?
2. Why did the men make a hole in the roof?
3. What did Jesus do for the man who could not walk?
4. How has Jesus helped you or your friends?



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5E. Story Questions – Mark 1:29-45; 2:1-12

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

Answers:

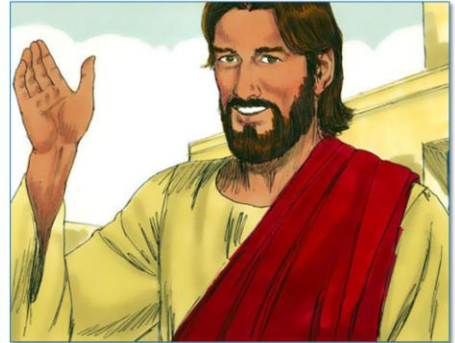
1. He healed them and he forgave their sins.
2. To help their friend get into the house with Jesus.
3. He forgave his sins. Then he healed the sick man so he could walk again.
4. Answers may vary.

Ask if they have any other questions or comments about 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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5F. Bible Reading Questions - Mark 2:13-17

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 write.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

his	virgin
television	think
hello	boys
hear	wife
quiet	wives
help	wife's
sleep	toilet
thank	TV
noodles	quit
yellow	box

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6. Activities - Dictation

This exercise practices the target sounds from each lesson. Read the words and sentences below and have students listen and write them. Check spelling.

1. noodles, noodles (We buy noodles for lunch.), noodles
2. yellow, yellow (The vegetables are yellow.), yellow
3. wife, wife (Mary was Joseph's wife.), wife
4. his, his (His name will be Jesus.), his
5. box, box (We wrapped the books in a box.), box
6. virgin, virgin (Mary was a virgin.), virgin
7. quiet, quiet (Please be quiet.), quiet
8. television, television (I don't watch television.), television
9. sleep, sleep (I go to sleep at 9:45 PM.), sleep
10. think, think (Please think about it.), think
11. hear, hear (Can you hear me?), hear
12. boys, boys (They have two boys and one girl.), boys

Songs – Listen and write.



1. He _____ the whole world in _____ hands.



2. Every day, I _____ up and eat. I do the dishes and I _____ my teeth. I work and study and I go to _____. And Jesus is here with me.



3. Sometimes I feel _____. Sometimes I feel shame. But Jesus _____ listens when I call his name.

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7. Songs

Students will listen to the songs they learned and write the missing words.

Answers:

1. has; his
2. wake; brush; sleep
3. sad; always



First Review Quiz

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

Listen to the questions 1-7 and say your answers.
Then look at the picture and write 3 sentences about it.

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Review Quiz

There are two quizzes students will take to review. **Print or make a copy of the Rubric found on slide 40 to score the student's answers.** The teacher will give the speaking, listening, and writing quiz by asking the student the following questions.

Answers will vary

1. What do you like to eat?
2. Tell me about your family. What are their names?
3. What are these numbers? 19 and 87 (show the numbers, not words, on paper to see if students can say the names).
4. How much water do you drink?
5. What do you do every day?
6. What don't you like to clean?
7. How often do you read the news?
8. Write three sentences about one theme picture. (The teacher may chose any one theme picture from slides 4 to 9 for the student

to use in this writing exercise).

The second quiz (found on the next slide) is online with automatic scoring. Students may do the second quiz for homework.



1 & 2 Homework

1. Read the next lesson's Bible verses: [John 11:1-45](#) in your language.
2. Take the quiz at <https://bit.ly/A1-28Quiz> and write your score here ____



If your score is not good, practice more. Then take the quiz again, and write your new score here ____

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8A. Homework 1 and 2

1. 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. The hyperlinks of the Bible verses will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses.
2. Go over how to take the quiz, to be sure the student understands what to do. They may take the online quiz at the link or by scanning the QR code. You may also print copies of the quizzes. If you would like to see the students' online results, please make a copy of the quiz at <https://docs.google.com/forms/d/1NiYaBXn7136YUH5n-DOxgDBAWjbnPhm0jPthCegjzi4/copy> and then give students the new link to YOUR copy of the quiz. Encourage students to look at their quiz results and practice areas

that they missed. They may take the quiz again if needed.



3. Homework - Now I Can...

- I can ask and answer questions with **do/does**.
- I can use possessive pronouns and apostrophe S.
- I can say and understand the numbers 1-100.
- I can ask and answer how many and how much.
- I can talk about routines and use the 3rd person S.
- I can talk about common activities with do/don't.

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8B. Homework 3 – 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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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

LOTW A1-28 Rubric for Listening, Speaking and Writing Quiz

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

Date: _____

Listening and speaking	Question	Good - 3 points Answer is correct, clear and complete.	Okay - 1 point Answer is correct, but unclear or incomplete.	Not acceptable - 0 points Answer is not correct.
Examples:	Are you an adult?	Yes, I am an adult.	Yes. OR Adult am.	
	1. What do you like to eat?			
	2. Tell me about your family. What are their names?			
	3. What are these numbers? 19, 87			
	4. How much water do you drink?			
	5. What do you do every day?			
	6. What don't you like to clean?			
	7. How often do you read the news?			
	8. Write 3 sentences about the theme picture.	Good - 3 points Answer is correct, clear and complete. Sentence begins with a capital letter and ends with punctuation.	Okay - 1 point Answer is correct, but incomplete. Sentence is missing capital letters or punctuation.	Not acceptable - 0 points Answer is not correct.
	Examples:	I see a family. This is a man. They are animals.	see family. This is man they are animals	
	Sentence 1.			
	Sentence 2.			
	Sentence 3.			
Total Points out of 30				

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Use this rubric to record and score student quizzes.

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Deborah O'Donnell
Georg Ort
Martha Ort
Joan Phelps
Ellie Talalight
Darrell Turner
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Anita Zeifert

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