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# God Loves the Outcast

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*English as a Second Language*

*A 12-week lesson plan designed for teaching English and moral principles*



This strategic tool is designed to reach students with the Gospel while meeting a felt social need. The goal is that you will be able to enter communities, share Jesus, and disciple new believers while you supply them with the practical English they need to make a better life. This curriculum makes it easy for any English speaker to share God's Word cross-culturally in a way that people can understand and relate to. In these sessions, you will build relationships and identify the people of peace you need to begin church formation.

This curriculum integrates the leading methodologies of Training for Trainers (T4T) and storying while providing the worker with the critical platform of teaching English. The language lessons, chronological Bible stories, and discipleship teachings are woven together to produce an effective tool for church planting strategy. The process is simple and generates reproducible evangelism and discipleship, even for non-English speakers. As you gain access to a community through an English course, you begin to build relationships and learn about the spiritual needs of the surrounding families. You equip your believing and non-believing students with simple stories they can easily remember and reproduce in their own heart language and share with their neighbors. Thought-provoking discussions in class lead to further discussion after class in the students' homes. The students draw Biblical truths from the stories that encourage them in their own spiritual walk and teach them how to be a body of believers. This opens the door to starting more traditional storying groups, like Church Formation Training<sup>1</sup>, with your students in the local language.

The clarity and flexibility of the lesson plans make the curriculum extremely user-friendly. Lay people and people who have never taught English will be able to use this tool with minimum preparation and without special training. The low cost to produce the course makes it especially accessible to local believers who speak minimal English. An English course can also be used as a source of income for believers with financial challenges.

This course is designed to reach a large population of lost people desperate to better their lives through learning English. Cultural notes are included with each story to ensure that the worldview of the students is not neglected while keeping the focus on evangelism, discipleship, and church planting. The curriculum encourages students to retell the stories in English and in their own languages to their friends and family, increasing the availability of the Gospel.

This curriculum is a new way to engage the people with whom you work. The class can be conducted anywhere – homes, schools, places of worship, wherever people naturally congregate. It is a way to get community leaders to give you permission to share the Gospel freely in an oral and reproducible context. In areas of intense persecution, it is impossible to share openly and effectively on the street without severe consequences. However, when offering to teach English through Bible stories, you can gain the approval of community leaders and be welcomed to share with students as they listen attentively. You may still experience resistance, but through these classes, you can identify people who are peaceful to the Message. Who is interested in the story's plot? Who is asking spiritual questions? Who wants to talk more about God after class? These are your potential people of peace; build

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<sup>11</sup> Church Formation Training (CFT) includes stories from the book of Acts which lead new believers and new groups in forming Scripturally-sound, healthy, reproducing groups. This training can be found at [www.st4t.org](http://www.st4t.org)

relationships with them and spend time in their homes. Now you are being invited into places you may have never thought possible. The community has been opened to you and the Gospel.

This is a new and effective way to tell Bible stories and evangelize. The stories reveal how we are separated from God, but he is pursuing a relationship with us and wants to forgive us. Questions are paired with every story to prompt discussions and self-reflection. The students can discover meaningful truths about God's redemptive plan for humanity and the individual. The memorable stories and the relationships that are formed in the classroom make it possible for the students to take these truths to the community, resulting in mass national-based evangelism leading to decisions to follow Christ.

The teachings in this course are a step in fulfilling the Great Commission to "Go and make disciples." Every story includes annotations highlighting the T4T principles that are taught through each story, and the principles have been integrated into the lessons via the stories chosen, English exercises, and discussion prompts. As students learn and discuss how the stories apply to their lives, they are expected to put the teachings into practice. Believers learn the value of storytelling -it is one of the most effective ways to reach oral cultures. This story set equips believers with a strategy for fulfilling the Great Commission. Because the story section is completely oral, it is easy to pass it on to others. With assignments to share the story every day, there is a built in accountability to retell the story to their community enabling them to both practice their English and learn one of the most basic principles of discipleship: sharing their faith.

An ESL course can be employed as a key step in forming a church. A small group of believers can use this course to invite more people into their fold to learn about Jesus and the Christian life while fulfilling the call to meet the needs of those around them. A group can also be formed out of an ESL course when students become interested in learning more about Jesus in their own language. You can offer to meet with students outside of class in a more traditional storying group, utilizing other ST4T sets in their own language.

This course also teaches the core foundation of church multiplication: teaching others how to teach others. When the course has been completed, students will already be comfortable with sharing stories and presenting the Gospel. They will also be able to teach others how to learn a story, ask questions to listeners, and incorporate accountability into their storying sessions. The stories and questions are intentionally oral, relatable, and reproducible, needing no additional materials to facilitate a church planting movement.

This curriculum is not meant to be an end, but a means to entering communities, building relationships, and starting groups in the community's heart language. Share with students in their own language before class, during coffee breaks, and after class. Identify your potential people of peace and visit their homes and neighborhoods. Start storying groups and churches from your ESL class or in your students' homes. Use ESL as your spring board, then go out and do whatever it takes to reach the lost around you.

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## Introduction and Overview

This 12-week lesson plan is based on stories from the Bible. It is designed to be taught three days a week. These lessons provide a base for achieving a higher level of English as well as moral teachings.

You will need to do a placement interview to determine if the students have a sufficient level of English proficiency to succeed in this class. This curriculum makes the assumption that students can already read and write in English, but it can be modified for students who are less literate. Students need to be high beginners or intermediate level English speakers. This means they:

- have a moderate oral vocabulary
- can carry on limited conversations in English
- may use complete sentences, but use poor grammar
- have difficulty with prepositions and verb tenses

**Materials:** You will need access to a whiteboard/markers or a chalkboard for many of the activities. There is a homework page to go along with each lesson and printouts for the games/activities. Teachers will need to make copies of the homework and activity sheets for each lesson.

**Warm-Ups:** A time to review and focus the students on the class ahead. This is also a chance for any late students to arrive. These activities allow the students to informally focus their minds to begin thinking in English.

**Vocabulary:** Introduces new vocabulary. Many words can be taught through TPR (Total Physical Response) or visuals.

**Pronunciation:** Focuses on areas of pronunciation that are difficult for your students. Emphasize learning correct pronunciation, not the meaning of the words. Some sounds do not exist in their language, so you will have to teach them how to make the sounds. This includes demonstrating the correct position of the lips and tongue, and the flow of air. Have your students watch your mouth as you produce the sound. Say it slowly and exaggerate until they can make the sound, and then return to conversational speed for later practice. It is important that the students listen how to make the sound before they try to produce it.

**Story:** Reading the story first helps improve students' listening skills. The first time read the story at a slower pace. The second time read it at a normal conversational level so that the students can hear examples of fluent speech. There are many different ways to help the students learn the story. The purpose is for the students to be able to tell it to someone else. After the students have learned the story, then use the questions to check for comprehension.

Remember that the lesson plans are just ideas. If your students need to go at a slower pace, then please adjust the lessons to fit the needs of your students.

[www.daveseslcafe.com](http://www.daveseslcafe.com) was a very helpful website for me when creating these lessons.

## **TPR- Total Physical Response**

TPR is a way to learn language by using movement. TPR can be a very helpful tool for students who are learning a second language. We use TPR in our ESL classes to help students learn new vocabulary.

When teaching a new vocabulary word you combine speaking with an action. For example: You say, "Stand up" as you stand up. Repeat this several times while students listen and watch. Next you will motion to the students to stand up. They will not speak, but simply imitate the action you are making while you repeat the word several times. Continue to repeat until students are able to perform the action when you say the word.

The next step is to have them repeat after you. Students will continue to perform the action while they say the word. Motion for them to speak and do the action. Now they will say, "Stand up" as they are standing up. Repeat several times.

Next you will add in other new words. Several actions can be taught together as well. "Stand up" and "Sit down" work really well together. Continue to add more words, but do not exceed 6 new words with TPR in one day.

With more advanced students, you can challenge them by having them take your place as the teacher and giving the commands to the rest of the class.

You will want to review the words the next day and continue to add more words for them to act out. It will be similar to a game of Simon Says.

TPR can be used with many verbs that lend themselves to action, such as: walk, run, jump, hop, skip, etc. Simply perform the action as you say the word and have students imitate the action.

TPR can also be used with more complex words, ideas, and even stories but it will take a little more preparation and creativity on the teacher's part.

The key to using TPR is repetition. Students need to hear a new word many times before they learn it and are able to say it properly. Remember to repeat the new word at least ten times the first time a student hears the word. Using TPR is a great way to get the students moving around and makes the repetition more fun.

TPR is also helpful for classroom management. If the students are not paying attention or are getting too loud, you can simply say, "Stand up. Turn around. Touch your nose. Sit down." This will get them all refocused on you and you can continue teaching.



## Materials

A copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you God that you know us. Bless this class as we get to know each other. In Jesus’ name. Amen”*.

## Introductions (15-20 minutes)

- Introduce yourself to the students. Speak slowly and clearly. You do not need to tell too much about yourself, but demonstrate how a person should introduce themselves for the first time. Some cultures may feel uncomfortable discussing age, so this question may be skipped.

My name is...

I am \_\_\_\_\_ years old.

I live in \_\_\_\_\_.

I am from \_\_\_\_\_.

I like \_\_\_\_\_.

- Have all of the teachers introduce themselves. Then ask the students questions about yourselves to see how well they were listening or if they understood.

*What is her name? Where does she live? How old is she? Where am I from? Etc.*

- Begin with one question and ask each student in the class. If they did not understand, repeat it and use motions or pictures to get the idea across.  
Look at one student and say, “My name is \_\_\_\_\_. What is your name?”  
They should answer, “My name is \_\_\_\_\_.” If they do not, then repeat the model.  
“My name is \_\_\_\_\_. What is your name?”  
Do this until the student is able to repeat, “My name is \_\_\_\_\_.” Then move on to the next student. Do this for each student in the class.
- Model saying your name and asking the question to your teaching partner. “My name is \_\_\_\_\_. What is your name?” They will answer with their name and then turn and ask a student. The student should follow the pattern. “My name is \_\_\_\_\_.” Then they should turn to the next student and ask, “What is your name?” Continue until each student has asked another person what their name is.
- Follow this pattern with other questions. “How old are you?” “Where do you live?” “Where are you from?” After you have finished asking several questions, ask a student to volunteer to introduce himself/herself by answering all of the questions.

## Seven Questions *(30-45 minutes)*

Questions are used to find out information. There are seven question words in English. Ask students if they know any of the words used to ask a question.

*Who, What, When, Where, Why, Which, How?*

Discuss examples of when you would use each question word in English. See if they can give you examples of questions they have heard or know.

- We use “*Who*” to ask questions about people. *Who is that? Who is coming to my house? Who knows the answer?*
- *What time is it? What day do you go to church? What is your favorite color?*
- *When is the party? When is your birthday?*
- *Where do you live? Where do you go to school?*
- *Why do you want to learn English?*
- *Which do you like more, tea or coffee? Which color is better, red or purple?*
- *How do you make chai? How are you?*

### Teaching Tips

- ❖ Have the students come up with one question for each question word. Then, have students work with a partner to interview each other. They will ask each other the questions and then write down their responses to share with the class. (15 minutes)

**Caution:** In the following lessons, it is suggested that students draw images of or dramatically portray God and other historical figures that are sacred in Judaism, Christianity, and Islam. If students feel that any representations of their holy figures are sacrilegious, use variations of these activities. For example, instead of portraying God, the actors can describe what they see God doing, or artists can leave a blank space on the page where God would be. Be aware of activities that can be an affront to the students’ beliefs as it could cause problems in the classroom and in the surrounding community as well.

## Materials

Creation Vocabulary Pictures, a copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, "Thank you God for creating everything. Thank you for creating me. Thank you for creating (insert students' names). In Jesus' name. Amen."

## Warm-ups (10-15 minutes)

Stand in a Line - Ask the students to form a line according to their birthday. You might need to demonstrate how to get in a line. Ask one student, "When is your birthday?" Have them stand up and come to the front of the class. Then say, "My birthday is \_\_\_\_\_." Then stand in front of or behind the student depending on when their birthday is. Then, have that student ask the next student, "When is your birthday?" Tell them they should speak to each other in order to decide how to line up.

For example: A: When is your birthday?

B: My birthday is April 12<sup>th</sup>

A: You are before me. My birthday is August 27<sup>th</sup>.

Once the students have lined themselves up, go through and have them verbally check as a group if they are in the correct order.

Review - Have the students pair up and ask each other the questions that they wrote for homework.

Have students share with the class one of the questions that they wrote. (p. 157)

## Vocabulary (15 minutes)

Created	Night/Day	Spoke	Sun/Moon/Stars
Man/Woman	Light/Dark	Land/Plants/Sky	Animals

- **Created**- to make something (past tense); Act out several examples of things you can make: a chair, a picture, a local food, a table, a bowl, a blanket, etc. You can use Play-Doh to demonstrate how to create something.
- **Spoke**- to speak (past tense); to communicate something out loud. *I spoke to my teacher at school.*
- **Light**-does not refer only to artificial light; it is all light; sunlight; light from a flashlight; light from a fire or match; the opposite of darkness

## Teaching Tips

- ❖ Use pictures to demonstrate the meaning of the words. Say each word at least 5 times.
- ❖ Use words in a sentence so that students can understand the meaning in context.  
For example: *I spoke loudly on the phone.*
- ❖ Have students create sentences using the vocabulary words.  
For example: *I like the stars. I talked to my friend. The sky is blue.*
- ❖ You can help them by asking questions.  
For example: "What do you do during the day? What do you do at night?"

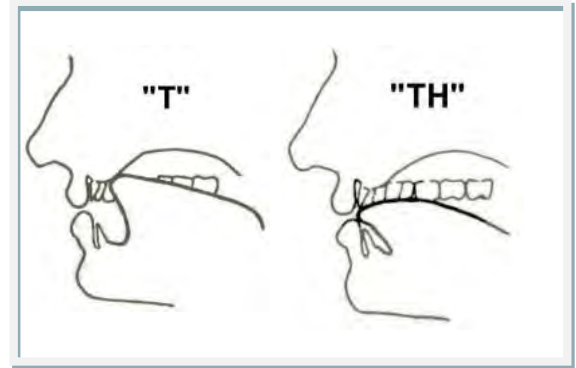
# God Created Everything

## Pronunciation (5 Minutes)

T and Th: Demonstrate with your mouth how to make the correct sound. Have the students say the isolated sounds.

Then give several examples of words to show the difference: Thought / Taught; Thank / Tank; Three / Tea

Tongue Twister: King Thor thought the thistle had no thorns. (See how fast they are able to say it. Repeat 3 times.)



## Story (40-45 minutes)

### God Created Everything

*God created everything. He spoke and created light. He spoke and created day and night. He spoke and created water and sky. He spoke and created land and plants. He spoke and created the sun, moon, and stars. He spoke and created animals in the sky, animals in the water, and animals on the land. Then, He created one man and one woman.*

Tell the story one time while the students listen. Tell the story again using the pictures for the vocabulary. Hand out a copy of the story for each student. Read the story together. Stop and ask the students questions to check for comprehension. For example: *Who created everything? Who is He in the second sentence? How did he create light? What animals do you know live in the water? on land? in the sky?*

After reading through the story and making sure that the students understand it, create motions for each sentence. You can assign each student a motion or have the whole class do them together as you say each line. Continue repeating the story until students are able to retell it on their own.

### Variations:

- 1. Memory** Students retell the story by adding on one line at a time. The first person says, "God created everything." The second person says, "God created everything. He spoke and created light," and so on.
- 2. Miming** One person narrates while another acts as God, and the other students mime their creation.
- 3. Popcorn** You start the story and students can jump in as they remember.

After students have retold the story ask them the following questions:

*What did you like about the story? Is there anything that you do not understand?*

*What can we learn about God from this story? Who will you tell this story to?*

## Materials

A copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, "Thank you God for being the Creator. Thank you for creating the sun, moon, and stars. In Jesus' name, Amen."

## Warm-ups (10-15 minutes)

Simon Says - Just give directions for students to follow. For example, stand up, sit down, turn around, touch your nose, hop on one foot. Teach the word "repeat." Do an action and then say "repeat" and do it again. Continue until students understand that "repeat" means to do it again. For example, touch your nose. Repeat.

Review - Who did students share the story with? What did they say? Have students ask and answer each other's questions from the homework. (p.158)

## Vocabulary (15 minutes)

only	worked	finished
beginning	looked	stopped
special	listened	

- **only**- single person or thing; one; *I have no brother or sisters. I am an only child.*
- **beginning**- start; first part; the point where something starts or is created; *When I read a book, I start at the beginning.*
- **special**- to be reserved for a person; *It's my special chair. Only I can sit there.*
- **worked**- to create things (past tense); opposite of rest; *I worked at home today. I washed the dishes, mopped the floors, etc.*
- **looked**- directed eyes at something; examined with the eyes (past tense); (use motions to convey meaning)
- **listened**- to try to hear something or someone (past tense); (use motions to convey meaning)
- **finished**- completed the work (past tense); *I finished my work at 10AM.*
- **stopped**- to not do something anymore (past tense); *I stopped going to that market.*

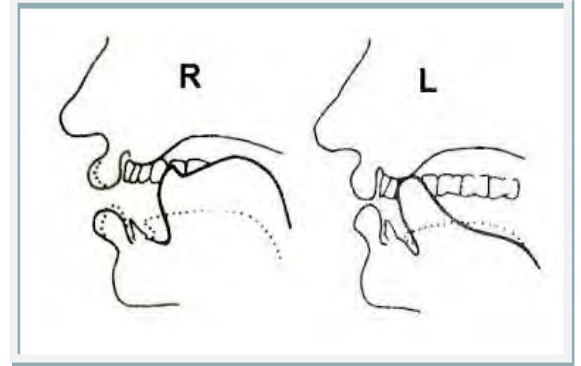
## Teaching Tips

- ❖ Draw pictures on the whiteboard or use TPR (Total Physical Response) to act out verbs. TPR is a way to learn language by using movements. Teach **worked** and **stopped** by acting them out.
- ❖ Use words in a sentence to help students gain context. Say each word at least 5 times.
- ❖ Write a simple sentence with a present-tense verb. Then, change the verb to past tense.  
*Examples: Every day I look. Yesterday, I looked. Every day she works. Yesterday, she worked.*  
Give the students new subjects and verbs to create sentences, or they can create new sentences with verbs they already know. Then with a partner, one student will say a sentence in the present tense while the other student changes it to the past. Then switch.  
List verbs on the board that are regular in the past for students to use.

## Pronunciation (5 minutes)

R and L: Demonstrate with your mouth how to make the correct sound. Have the students say the isolated sounds. Then give several examples of words to show the difference

ray	lay	Is it right?	No, it's wrong.
row	low	Is it light?	No, it's dark.
reap	leap	What's a lamb?	A baby sheep.
room	loom	What's a ram?	A male sheep.
hear	heal		



**R** 1. Say "arr"(dotted line) 2. Continue voicing, curl tongue back. (solid line) **L** 1. Say "ellll" ... (dotted line in figure above) 2. Continue voicing, reach tongue forward. (solid line)

## Story (40-45 minutes)

### God Created Everything

*Only God was in the beginning. God created everything. He worked for six days. He spoke and created light. He spoke and created day and night. He spoke and created water and sky. He spoke and created land and plants. He spoke and created the sun, moon, and stars. He spoke and created animals in the sky, animals in the water, and animals on the land. Then, he created one man and one woman. God looked at everything. Everything was good. After six days, God finished his work and stopped. Now day seven is a special day for God.*

Tell the story once while the students listen. Tell the story again using the vocabulary pictures. Hand out a copy of the story for each student. Read it together. Stop and ask questions to check for comprehension. For example: *Who was in the beginning? How many days did God work? What did God think of everything he created? What did God do after 6 days? Why is day seven special?*

After reading through the story and making sure that the students understand it, create motions for each sentence. You can assign each student a motion or have the whole class do them together as you say each line. Continue repeating the story until students are able to retell it on their own.

### Variations:

1. **Drawing** The teacher tells the story several times, while students draw pictures of what is happening
2. **Keywords** Combine keywords with the hand motions to help the students remember the scenes
3. **Sentence Strips** Write lines from the story on strips of paper and mix them up.  
Have students put the story in order.

After students have retold the story ask them the following questions:

*What did you like about the story? Is there anything that you do not understand?  
What can we learn about God from this story? Who will you tell this story to?*

**Materials:** School supplies (pencils, erasers, books), a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, “Thank you God for creating people. Thank you for creating us to be special. In Jesus’ name. Amen.”

## Warm-ups (10-15 minutes)

**Tell Me About** - Ask a more advanced student to talk about what they did that weekend. After he/she has answered, have another student tell you what that student did. If necessary, ask them questions to prompt them. Ask another student to tell what they did and then have another lower student tell about what he/she did that weekend. Continue until all of the students are given a chance to talk about the weekend.

**Review** - Give students a sentence with a present-tense verb and have them put it in the past tense.  
*Every day I walk to school. (Yesterday I walked to school.) When it rains, I jump in puddles. (Yesterday, I jumped in puddles.)* Ask students if they told the story. Who did they tell it to? Go over homework.

**Am/Is/Are** - Create statements and questions using vocabulary in conversation.

*Why is she listening? She is listening because he is talking.*

*Why are you special? I am special because I am the only child.*

*Why is it dark? It is dark because it is night.*

## Vocabulary (15 minutes)

people	garden	put	told
dirt	similar	help	

- **people**- plural; one person, two people
- **dirt**- soil packed down to make a hard surface; earth; dust
- **garden**- similar to a park; land where fruits, vegetables, and flowers are grown
- **put**-to place someone or something; *I put the pencil on the table.*
- **told**- past tense; to tell; to say something; *My mom told me to go outside.*
- **help**- to assist someone; to make something easier for someone; *I help my mom wash dishes.*
- **similar** - Draw a chart with three columns: different, same and similar. Use colors, size and shape to show similarities and differences. For example, a triangle and circle for different, two circles for same, and two circles of different sizes for similar.

### Teaching Tips:

- Repeat each new word at least 5 times.
- Continue to use Am/Is/Are to create sentences using the new vocabulary.
  - Examples: *There is dirt in a garden. People are similar to God.*
- Ask the students to create their own sentences using the new words.

## Pronunciation (5 Minutes)

Short o: pronounced 'ah' as in 'got'

hot cot  
socks fox  
job rob  
mop stop

Demonstrate how to make the 'ah' sound.  
Say each word twice before students repeat.  
Say each word at least five times.

Tongue Twister: We like to hop on top of Pop who's on top of a hot rock.

If students are more advanced, have them name other words that they know that contain the same 'ah' sound. Write the words on the board. Have students make sentences using the words from the board.

## Story (40-45 minutes)

### *God Created People*

*God created people to be similar to himself. God created a man from the dirt. He put the man in a garden of fruit trees. There was one special tree in the garden. God said, "Do not eat this fruit." God created a woman to help the man in the garden.*

Read the story twice while the students listen. Then, hand out a copy of the story to each student and read it together. Discuss the story using these questions:

1. What does it mean to be similar to someone?
2. How are we similar to God?
3. What did God create the man from?
4. Where did God put the people?
5. How many trees could man not eat from?
6. Why did God create the woman?

Assign roles (God, man, tree, woman) and do a drama. Switch roles and do the drama again.

### **Variations:**

1. **Comic Book** Have students make a comic book of the story as you tell it.
2. **Character** If students are more advanced, they can pretend to be characters from the story and interview each other.
3. **Puppets** Use puppets (or attach drawings to pencils) and the students use them to perform the story

Ask questions about the story. *What did you like about this story? Is there anything that you don't understand? What do you learn about God from this story? What do you learn about people in this story? Can someone tell the story while the class does the drama again?*



## Materials

Crayons, markers, paper, and a copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *“Thank you God for creating us to have a relationship with You. We want to know You. We want to be close to You. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Build a Story – Tell the class that they are going to create their own story. Start the story by giving the first sentence (or have a more advanced student begin the story).

Ex. *One day I was at the market. One day I was at the park. One day I was watching TV.*

Each student takes a turn adding a sentence onto the story. If it is a small class, they can go twice. For a challenge, you can encourage them to use previous vocabulary words.

Write the story while the students are telling it, and then read the whole story to the class.

Review –Review homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

sad   jealous   nervous   excited   angry   confused

came to life   will die   breathed (tpr)   understanding   gave (tpr)   evil

- **came to life**- live/die and life/death- Draw pictures to show life and death. Then teach live/die/came to life by lying down and pretending to die, then getting up and coming to life.
- **understanding**- knowledge; *I have an understanding of how to make clothes.*
- **evil** - Give examples of terrorists, thieves, Satan, witches, ghosts, killers

## Teaching Tips

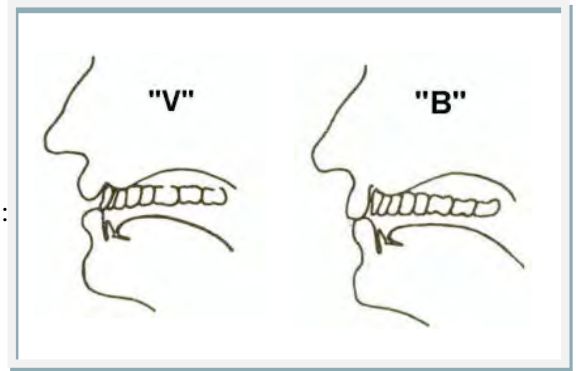
- TPR – Total Physical Response is a way to learn language by using movements, like in the Simon Says game. Try teaching **breathed** and **gave** by acting them out and having the students imitate you. Repeat each new word at least 5 times.
- For the emotion words, use facial expressions in Simon Says. (“Be sad.” “Be angry.”)
- Have students put words in a sentence. Have students create sentences with the prompt:  
*I feel \_\_\_\_\_ when...*  
How do you feel when someone cuts in front of you in line? When you are in a large group?  
Have students turn to a partner and tell them about a time when they were very excited.

## Pronunciation (5 Minutes)

v and b/w

Say each sound clearly while the students listen. Show them the correct placement of their lips, teeth, tongue to make the sound. Practice saying the following contrasts at least 5 times:

vet	bet	wet	He wants to buy my boat.
vent	bent	went	He wants to buy my vote.
very	berry	wary	What's a vat? What's a bat?



Tongue twisters: We are very weary of wearing white woven wool. We wish to wear vivid violet velvet vintage vests. There's a ban on vans at the curb by the curve. (Repeat each at least 3 times)

## Story (40-45 minutes)

### God Created People

*God created people to be similar to himself. He created a man from the dirt and breathed into him and the man came to life. God put the man in a garden of fruit trees. God put one special tree in the garden. The tree gave an understanding of good and evil. God told the man, "Do not eat this fruit, or you will die." God created a woman to help the man take care of the garden. God told them to have many children and to take care of all the animals.*

Read the story twice while the students listen. Hand out the story to each student. Read it together.

*How did God create the man? What did the special tree do?*

*What will happen if the people eat from the tree that gives understanding of good and evil?*

*When did the man come to life?*

*God told the man and woman to do two things. What did God tell them to do?*

Have each student turn their paper over. Give students crayons/markers/pencils. Read the story again while the students create a picture to go along with the story. (You might need to read the story several times so that they can finish their pictures.) When they are finished talk about the pictures they drew. Have them turn to a friend and share their pictures. What did they draw? Why?

Have a student retell the story using their picture. Ask the students who they can share this story with.

### Variations:

- 1. Memory** Students retell the story by adding on one line at a time.
- 2. Miming** One person narrates while the other students silently act out the story.
- 3. Popcorn** You start the story and students can jump in as they remember.

*What did you like about this story? Is there anything that you do not understand?*

*What do we learn about God in this story? What do we learn about people in this story?*

## Materials

Emotion cards, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, “*Thank you God for giving us life. Thank you for creating us to have emotions. Help us to love You. In Jesus’ name. Amen.*”

## Warm-ups (10-15 minutes)

Emotion Charades - Write one emotion word on each note card. Put the cards in a bag.

One student will draw a card and act it out while the class tries to guess the word.

For a challenge, create short dramas for two people to do together.

For example: *A child breaks a vase while he is playing and the mother is angry.*

Review - Check homework. Have students tell what they do when they feel certain emotions. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

take care of    have children    will die    a, an, the

- **take care of**- give examples; *I take care of my baby by feeding him and bathing him. I take care of my house by sweeping and mopping the floors.*
- **have children**- reproduce, to give birth to; *A new couple hopes to have many children.*
- **will die**- future; hasn’t happened yet; *I will die if I jump off a cliff.*

Identify several objects to show the difference between **a** and **an**.

*This is **a** pencil. This is **a** bird. This is **a** car. This is **an** envelope. This is **an** auto. This is **an** alligator.*

Now, have students name some objects using the prompt “*This is a/an...*”

If they make a mistake, see if the class corrects it. If not repeat the sentence they said with the correct word.

Once they are able to correctly identify objects using a/an then add the.

*Tommy, take **a** book. (Student can take any book.)*

*Arun, take **the** book. (Don’t let them take a book until you specify which book. Arun, take the top book.)*

*Rita, take **a** pencil. (Student can take any pencil. There should be several.)*

*John, take **the** pencil. (Only have one pencil available.)*

Review colors using color flashcards. Bring object flashcards or familiar objects.

Have students practice using *a*, *an*, and *the* by describing the world around them.

*That is **a** brown table. There is **an** orange folder. She has **the** pink marker.*

## Pronunciation (5 Minutes)

f and p

Demonstrate how to place your teeth and lips to make the correct sounds. (You use your teeth to make the f sound, but only your lips touch to make the p sound. Take a sheet of paper and hold it in front of your mouth. When you say f, the paper should not move. When you say p a puff of air should move the paper.)

fat	pat	What does fast mean?	It means quick.
fail	pail	What does past mean?	Something has happened.
foot	put	What is a fool?	A stupid person.
fool	pool	What is a pool?	A place to swim.

To help students listen for the sound, assign f to 1 and p to 2. Have the students hold up a 1 or 2 to show if you said a word with an f or a p. Have one of the students come up and be the teacher.

## Story (40-45 minutes)

### *God Created People*

*God created people to be similar to himself. He created a man from the dirt and breathed into him and the man came to life. God put the man in a garden of fruit trees. God put one special tree in the garden. The tree gave an understanding of good and evil. God told the man, "Do not eat this fruit, or you will die." God created a woman to help the man take care of the garden. God told them to have many children and to take care of all the animals.*

Read the story two times while the students listen. Hand out a copy of the story to each student. Read the story together as a class. Do a drama.

*Why did God say, "Do not eat the fruit?"*

*Is it better to live with God or to have understanding of good and evil and die?*

Discuss that God told the people not to eat the fruit or they would die, and that God created people to be like himself.

### **Variations:**

- 1. Pairs** Students pair up and try to retell the story from memory to their partner. If it is easier, one partner can say a line, and the other partner can say the next line, switching back and forth.
- 2. Motions** Create hand motions that tell each part of the story and teach them to the students.
- 3. Scenes** Pretend the story is a play, and break it up into scenes. Act out one scene at a time.

Ask questions about the story.

*What did you like about this story? Is there anything that you don't understand?*

*What do you learn about God from this story? What do you learn about people in this story?*

Can someone tell the story while the class does the drama again?



## Pronunciation (5 Minutes)

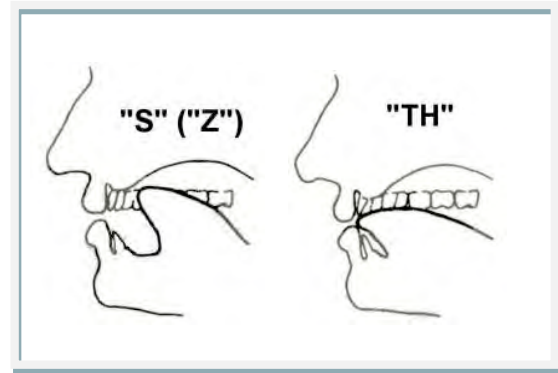
Th and S(Z) - Demonstrate the correct placement of the tongue to make the sounds. Repeat each word 5 times.

Then / Zen    thee/zee    clothes/ close

What does rising mean? Going up.

What does writhing mean? Twisting or turning.

Tongue Twister: Not these things here but those things there. (Repeat at least three times)



This “th” is dental, not aspirated like thank.  
The “s” says z, not “s” like in same.

## Story (40-45 minutes)

### *The People Disobey God*

*When the man and woman were in the garden, they walked and talked with God. There was a snake in the garden. The woman said to the snake, “If we eat fruit from the tree of understanding of good and evil, we will die.” The snake said, “You will not die.” The man and woman ate the fruit and hid from God. God said, “Where are you? Did you eat the fruit? You will die.” God took the man and the woman out of the garden. Now they could not walk and talk with God.*

Read the story twice while the students listen. Hand out the story to each student. Read it together.

*What did the man and woman do in the garden? Who was in the garden?*

*What did the man and woman do after they ate the fruit?*

*Why do you think they hid? What did God do with the man and the woman?*

*Why did they not walk and talk with God? What changed?*

Do a drama. The first time just have them mime the actions while you say the story. Then have the characters actually say their lines. Switch roles and do a drama again.

### **Variations:**

- 1. Scenes** Pretend the story is a play, and act out each scene (one at a time.)
- 2. Motions** Create hand motions that tell each part of the story. Teach them to the class
- 3. Interview** The students pretend to be God questioning the people after they ate the fruit

Ask questions about the story.

*What did you like about this story? Is there anything that you don't understand?*

*What do you learn about God from this story? What do you learn about people in this story?*

Can someone tell the story while the class does the drama again?

## Materials

Conversation starter cards, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, “Thank you God that you know us. We thank you that you keep us from being ashamed. In Jesus’ name. Amen.”

## Warm-ups (10-15 minutes)

Conversations - Write a conversation starter on each piece of paper. Put the pieces of paper in a bag. Have a student draw a piece of paper and talk about the topic. Then, let the students ask them questions.

*Tell me about someone in your family; Tell me about something with four legs; Tell me about something you hate; Tell me about a dream you had; Tell me about a place you’ve visited; Tell me about a teacher you had; Tell me about your favorite music/song/band; Tell me about something spicy; Tell me about a time when you were sad; Tell me about a time when you were happy.*

Review: Check homework. Ask whom the students shared the story with.

## Vocabulary (15 minutes)

entered	any	saw
asked	know	ashamed

- **entered**- past tense; to go in; *I entered my house. I entered the school. The tea entered my body.*
- **asked**- past tense; to question someone; to talk to a person so that you can get knowledge; *I asked the girl her name.*
- **any**- every person or thing in a group; all; *You can’t eat any of the fruit.*
- **know**- to believe firmly that something is true. *I know that New Delhi is the capital of India.*
- **saw**- past tense; to look at something; *I saw a monkey in the tree.*
- **ashamed**- filled with shame; *I am ashamed that I lied.*

## Teaching Tips

Repeat each new word at least 5 times. Create sentences using the vocabulary. For lower students you can give them a sentence starter. Have each student create a different sentence by filling in the blanks.

*I entered the \_\_ (room) \_\_ and saw \_\_ (my family watching TV) \_\_.*

*I asked my \_\_ (mom) \_\_ for \_\_ (some money) \_\_.*

*Do you have any \_\_\_\_\_? Do you know \_\_ (where the bathroom is) \_\_?*



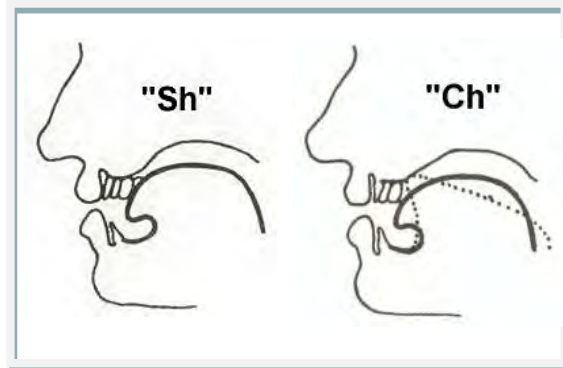
## Pronunciation (5 Minutes)

Sh and Ch - Have the students listen while you say two words. Have them decide if they are the same or different. Start slowly and keep speaking faster as they catch on. Repeat each pair at least 5 times.

Share/ chair shoe/ chew dish/ ditch wash/watch

What are you washing? The dishes.

What are you watching? A TV program.



Tongue Twister: A cheap sheep is cheaper than a cheap ship. (Repeat at least 3 times)

## Story (40-45 minutes)

### *The People Disobey God*

When the man and woman were in the garden, they walked and talked with God. There was a snake in the garden. Satan entered into the snake. The snake asked about what God said. "You can't eat any of the fruit?" The woman said, "No. There is only one tree we can't eat from. If we eat fruit from the tree of understanding of good and evil, we will die." The snake said, "You will not die. God knows you will be like Him and know about good and evil." The woman saw the fruit, and it looked good. The man and the woman ate the fruit, felt ashamed, and hid from God. God said, "Where are you? Did you eat the fruit? You will die." God took the man and woman out of the garden. Now they could not walk and talk with God.

Read the story twice while the students listen. Hand out a copy to each student. Read the story together.

*Who entered into the snake?*

Do a drama. The first time, have them mime the actions while you say the story. Then have the characters actually say their lines. Create scenes to help them remember. Scene 1: Man and woman with God. The snake enters. Scene 2: Snake and woman talk. Scene 3: Man and woman eat the fruit, hide, and then get kicked out of the garden. (Have them tell you one scene at a time.) Switch roles and do the drama again.

### Variations:

- 1. Comic book:** Have students make a comic book strip based on the scenes in the drama
- 2. Keywords** Use keywords to help students remember each scene.
- 3. Sentence strips** Line by line, cut the story into strips. Have students race to see who can put the story in order the quickest!

Ask questions about the story and then have 3 people retell one scene each.

*What did you like about this story? Is there anything that you don't understand?*

*What do you learn about God from this story? What do you learn about people in this story?*



## Materials

Vocabulary picture cards, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, “*God we ask that You would help us to walk and talk with You today. Help us to obey You. In Jesus’ name. Amen.*”

## Warm-ups (10-15 minutes)

Descriptions - Each student will present his picture and describe it. After each student has shared about his/her picture, have students turn to a neighbor and compare their pictures.

What is the same? What is different?

Ask - Check homework. Did they share the story with someone? Who?

## Vocabulary (15 minutes)

prepositions

into	with	from	about	on
in	over	beside	of	off
out of	under	between	to	

- **into-** you place something into something else. *I put the apple into the bag.*
- **with-** in company of; *I went to the market with my friend. I walked with my mom to the park.*
- **from-** the beginning of a location or time; *I came from the market. I work from nine to five.*
- **about-** relating to; in connection with; *I know about weddings. I know about cricket.*
- **of-** it comes before a word that will tell more about the noun; *I have a bag of candy.*
- **to-** tells the direction, destination, or position of something or something; *I am going to school. I will read to the end of the chapter.*

## Teaching Tips

- ❖ There is a school house rock video on YouTube about prepositions.  
<http://www.youtube.com/watch?v=L4jIC5HLBdM&feature=related>
- ❖ Demonstrate the prepositions with a bag and an object. *The apple is **in** the bag. The apple is **on** the bag. Where is the apple? **On** the bag.* Repeat each new word at least 5 times.
- ❖ Call out a command and the first person to correctly place the object scores a point for their team. *Put the apple on the chair. Put the shoes under the chair. Put the orange beside the chair.*

## Pronunciation (5 Minutes)

eer or ear – pronounced 'ieh(r)' as in 'near'

dear    tear (drop of water)  
clear    gear  
sheer    cheer  
here    near

Demonstrate how to say the sound.  
Say the word twice before students repeat.  
Repeat each word at least five times.

Tongue Twister: She cheered as she sheared near the ear of the sheep. (Say 3 to 5 times)

Ask more advanced students to think of other words that they know with the same sound. Write the words on the board. Have students create sentences using the words on the board.

## Story (40-45 minutes)

### *The People Disobey God*

*When the man and woman were in the garden, they walked and talked with God. There was a snake in the garden. Satan entered into the snake. The snake asked about what God said. "You can't eat any of the fruit?" The woman said, "No. There is only one tree we can't eat from. If we eat fruit from the tree of understanding of good and evil, we will die." The snake said, "You will not die. God knows you will be like Him and know about good and evil." The woman saw the fruit, and it looked good. The man and the woman ate the fruit, felt ashamed, and hid from God. God said, "Where are you? Did you eat the fruit? You will die." God took the man and woman out of the garden. Now they could not walk and talk with God.*

Reread the story together as a class. Discuss the prepositions in the story. Talk about the story.

*The man and the woman were ashamed after they ate the fruit. Turn and talk to your neighbor about a time you felt ashamed. What are things that bring shame in your culture? The man and the woman knew that they did something wrong/bad, so they hid. Have you done something wrong? How did you feel? What did you do?*

Can anyone tell the story? If not, retell the story using the popcorn method. One person starts and the next person picks up where they left off. Try to encourage them not to read it, but to tell it in their own words.

### **Variations:**

- 1. Memory** Students retell the story by adding on one line at a time.
- 2. Miming** One person narrates while the other students silently act out the story
- 3. Pairs** Have students pair up and try retelling the story from memory to their partners.

## Materials

A copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, “*Thank you Jesus for being our King. We thank you for keeping your promises. We believe your promise is true. In Jesus’ name. Amen.*”

## Warm-ups (10-15 minutes)

Preposition review game – Have all of the students stand up. To make it more fun, tell the students that it is a competition to see who can complete the command first.

*Put your foot under a table. Stand beside a chair. Put a pencil into a bag. Write your name on the board. Take a piece of paper out of your notebook. Walk to the wall. Dance between two classmates. Throw your pencil over the divider. Put your hands over your eyes. Stand behind the teacher. Walk from your chair to the stairs. Put your hands over your ears and yell.*

Review - Check homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

king	find	chose	continue	kingdom
spokesperson	will be	promised	thoughts	blessed

- **spokesperson**- a person that speaks for someone else
- **find**- look for something or someone; *I lost my keys. Can you find them?*
- **will be**- future tense; something will happen in the future; *Next week I will be 12 years old.*
- **chose**- past tense; to make a decision to do something; *I chose to go to the movie, not the mall.*
- **promised**- to swear to do something; *I promise I will come tomorrow.*
- **continue**- to keep going; to not stop; *Please continue reading.*
- **thoughts**- the things a person thinks about; *Her thoughts were good.*
- **kingdom** – the land and people that a king rules over.
- **blessed** – to make someone/something holy; to wish someone well

## Teaching Tips

- ❖ Repeat each word at least 5 times. Review regular past tense and add **promise** and **continue**.
- ❖ Review irregular past tense with choose/chose.
- ❖ Students ask their partners questions like, “What color shirt did you choose? They answer, “I chose a blue shirt.”
- ❖ Briefly touch on future tense. Tomorrow I will be \_\_\_\_\_.
- ❖ Put all three together. Yesterday I was happy. Today I am happy. Tomorrow I will be happy. Practice asking students, “How was she yesterday?” “She was sad.”
- ❖ Encourage students to make sentences using the new vocabulary words with the new verbs.
  - *I will be a spokesperson when I grow up.*

## Pronunciation (5 Minutes)

'ehi(r)' as in 'hair'

bear

pear

Demonstrate how to say the sound.

dare

tear (rip)

Say the word twice before students repeat.

chair

share

Repeat each word at least five times.

Tongue Twister: A bear with no hair ate a pear on a chair for a dare.

Ask advanced students to name other words that they know that have the same sound. Write the words on the board. Have students create sentences using the words on the board.

## Story (40-45 minutes)

### *David Becomes King*

*The man and woman had children, and they had children. They wanted a king. God told his spokesperson, Samuel, "I chose a man to be king. Find his father." Samuel thought, "The oldest son will be king." God said, "No! I look at a person's thoughts and heart." God chose the youngest son, David, to be king. Samuel blessed David. God promised David, "Your family's kingdom will continue forever."*

Read the story through twice while the students listen. Hand out a paper to each student and read it through together.

*What did the people want? Who was Samuel?*

*Which son does Samuel think will be king? Why?*

*What did God say? How does God choose a king? What do you think that means?*

*Which son did God choose to be king?*

*What did God promise David?*

As a class, draw a comic-book style picture for each line to retell the story (Stick figures and simple line drawings). Then, retell the story while pointing to the pictures. Have a volunteer come up to the board and retell the story while pointing to the pictures.

Go over the dialogue as a class. Have them repeat the lines after you. Help them be dramatic with the dialogue.

Once they are familiar with the story, discuss the story as a class.

*What did you like about this story? Is there anything that you do not understand?*

*What do we learn about God in this story? What did you learn about people in this story?*

**Materials**

Warm up picture, a copy of the homework for each student

**Prayer**

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you God for knowing the future. Continue to bless our students and give them understanding. In Jesus’ name. Amen.”*

**Warm-ups (10-15 minutes)**

Describing: Bring a picture and have the students describe all they can about the picture.

*What are they doing in the picture? What are they wearing? What do you think they might be thinking? What do they look like? When might this have taken place? Why?*

Review – Check homework. Retell the story together as a class. Ask, “Who did you tell the story to?”

**Vocabulary (15 minutes)****Teaching Tips**

❖ Possession: When you add “ ‘s” to a singular noun it shows ownership.

❖ Review nouns, give examples, have students name nouns.

*The pencil of Sushila – Sushila’s pencil*

*The notebook of Deepak – Deepak’s notebook*

*The bicycle of the child – The child’s bicycle*

*The shirt of the girl – The girl’s shirt*

- Ask the students to create sentences combining possessive nouns with the other new words.
  - *Later, I went to meet the man’s family. They showed me pictures of the family’s village.*

man’s	person’s	family’s	came	many
to meet	showed	went	became	later

- **man’s**- shows that something belongs to the man. *The man’s hat was on the chair.*
- **to meet**- to encounter someone; to see someone after awhile; *I will meet my friend tomorrow.*
- **person’s**- shows that something belongs to the person (singular)- *That person’s hair is green!*
- **showed** – displayed, brought to look at; *They showed me many beautiful saris at the market.*
- **family’s**- something belongs to the family. *My family’s house is very small.*
- **went**- past tense of go. *Every day I go to the market. Yesterday I went to the market.*
- **came**- past tense of come. *Every day I come to English class. Yesterday I came to class.*
- **became**- past tense of become; get. *Every day I become smarter. Yesterday, I became smarter.*
- **many**- a large number of people or things; not specific; *Many people live in Delhi.*
- **later** – after a time; *The woman went to the market. Later, she cooked lunch.*

## Pronunciation (5 Minutes)

/oi/, /oy/ - pronounced 'oy' as in 'toy'

toy  
boil  
enjoy

boy  
spoil  
destroy

Demonstrate how to say the sound correctly.  
Say the word twice before the students repeat.  
Say each word at least five times.

Tongue Twister: The spoiled boy foiled the coy boy's joy by purloining his toy. (Repeat 3 times)  
Ask advanced students to list other words that they know with the same sound. Write them on the board. Have students create sentences using the words on the board.

## Story (40-45 minutes)

### *David Becomes King*

*The man and woman had many children, and their children had children. Many years later, they wanted a king. God told his spokesperson, Samuel, "I chose a man to be king. Go to the city named Bethlehem, and find his father." Samuel went to meet the man and his sons. Samuel thought, "The oldest son will be king." God said, "No! People look at the outside, but I look at a person's thoughts and heart." The man showed seven of his sons to Samuel, but God did not choose any of them. The youngest son, David, came to meet Samuel, and God said, "This is the man I choose." Samuel blessed David. When David became king, God promised David, "Your family's kingdom will continue forever."*

Read the story twice while the students listen. Hand out a paper to each student and read it through together.

*When we look at people what do we look at? What does God look at?  
How does God "look" at our thoughts and heart?*

Do a drama as a class. First have them pantomime the actions as you retell the story. Then, have them speak the dialogue for their part. Have one of the students read through the story. Can anyone retell the story without looking?

### Variations

- 1. Memory** Students retell the story by adding on one line at a time.
- 2. Hand Motions** Create hand motions to help the students remember each part of the story.
- 3. Pairs** Have students pair up and try retelling the story from memory to their partners.

Once they are familiar with the story, discuss the story as a class.

*What did you like best about the story? Is there anything that you do not understand?  
What do we learn about God in this story? To whom will you tell this story?*

## Materials needed

Bingo grid, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you God for knowing our thoughts and heart. Help us look at people’s hearts and not only the outside. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Irregular Past Tense Bingo - Give each student a Bingo grid with irregular past tense verbs. Say a verb in the present tense; then use the verb in a sentence. They have to find that verb in the past tense and cross it off. The first person to get three correct in a row is the winner. When a student yells Bingo, have them read the verb in the past tense and give its present tense form.

Verbs:

send	think	come
choose	see	take
eat	put	say

Review - Check homework. Ask who they shared the story with.

## Vocabulary (15 minutes)

comparisons	youngest	colder than
adjective	tallest	hottest
oldest	taller than	biggest

- **comparisons**- finding things that are similar and different
- **adjective**- a word that describes a noun (fat, tall, short, pretty, ugly, mean, cold, etc.)
- **oldest**- most old (must be more than two objects/people to use est); *He is the oldest student in the class.*
- **taller than**- more tall; used to compare two objects/people- *Rani is taller than Sarah.*

## Teaching Tips

- ❖ Students list all of the adjectives they can think of on the board.
- ❖ With a partner, they name 8-10 countries and write 4 sentences comparing them.  
*India is hotter than France.*
- ❖ Switch teams and do the same with animals and people.  
*I am taller than Deepak. I am the youngest student.*
- ❖ Each team shares their sentences with the class.
- ❖ Encourage them to be creative and have fun with their sentences.

## Pronunciation (5 Minutes)

America vs. (*Country you are living in*): Write this topic on the board. Then write two sentence starters.

*I would rather live in America because... I would rather live in (Country you are living in) because...*

Students will turn discuss their answer with a partner. Every student has to give at least **three** reasons why they would choose to live in America or (*Country you are living in*). Then, have several students present their reasons. Do not correct a student while they are speaking, but write down any words they say incorrectly and work on them as a class for pronunciation.

## Story (40-45 minutes)

### *David Becomes King*

*The man and woman had many children, and their children had children. Many years later, they wanted a king. God told his spokesperson, Samuel, "I chose a man to be king. Go to the city named Bethlehem, and find his father." Samuel went to meet the man and his sons. Samuel thought, "The oldest son will be king." God said, "No! People look at the outside, but I look at a person's thoughts and heart." The man showed seven of his sons to Samuel, but God did not choose any of them. The youngest son, David, came to meet Samuel, and God said, "This is the man I choose." Samuel blessed David. When David became king, God promised David, "Your family's kingdom will continue forever."*

Have a volunteer read the story.

*Can you make a comparison from the story?*

*Have you ever made a promise? Did you keep your promise?*

*Do you think God will keep His promise to David?*

*How do you think David felt when he was made king? (nervous, excited, proud, surprised)*

Have students talk to a neighbor about a time that they felt (nervous, excited, proud, surprised).

Discuss how God chose David because of his thoughts and heart. He did what was pleasing to God. He obeyed God.

*Who do you obey? Why? Do you obey even if they are not looking? Why?*

*God knows everything and can even understand our feelings/thoughts. He knew that David loved Him and obeyed Him even when no one was watching.*

### Variations:

- 1. Drama** Assign roles to the students, and have them act out the story and say their lines
- 2. Miming** One student narrates while others silently act out the story.
- 3. Popcorn** You start the story and students can jump in as they remember.



## Materials

Possessive Noun Match Cards, a copy of the homework for each student

## Prayer

Begin class with a simple prayer like, *“Thank you God for loving the outcasts. Thank you that everyone can know you. Help us to love everyone because you love everyone. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Possessive Noun Match - Make pairs of cards. On one set of cards write nouns (the dog, Sarah, the school, etc.) On the other set of cards write objects. (money, hat, shirt, pen, etc) Students will choose a card from each set and have to create a possessive noun. For example, they pick Sam and coat. They would say, Sam’s coat. If they get it right, they get to keep the set. If it is wrong then they have to put it back. The student with the most pairs wins.

Review - Check homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

punish	forgive	after	kingdom
Promised King	save	forget	

- **punish**- to give someone a penalty for doing something bad
- **Promised King**- a title for Jesus; the coming King that God promised to send
- **save**- rescue them from the punishment for their sins
- **after**- a preposition; later in time
- **forgive**- to stop being angry and to excuse someone for a wrongdoing
- **forget**- to not remember
- **kingdom**- the land and people a king rules

## Teaching Tips

- ❖ Conjunctions: Connect words or groups of words to each other
  - **and**- used to join two like phrases together  
*Lisa is going with us. Miguel is going with us. Lisa **and** Miguel are going with us.*
  - **but**- used to join two opposite things in a sentence  
*I looked everywhere, **but** I could not find my pink shirt.*
  - Challenge students to make sentences that include the new words with conjunctions.
    - *The Promised King will save and forgive us.*
    - *I forgive you, but I am still going to punish you.*

## A Promise

### Pronunciation (5 Minutes)

Short e - pronounced 'eh' as in 'let'

bet pet

ten hen

tell fell

when then

Demonstrate how to make the 'eh' sound.

Say each word twice before students repeat.

Repeat each word at least five times.

Tongue Twister: Ed had edited it.

For advanced students, ask them to name other words that they know that have the same 'e' sound.

Write the words on the board. Have students use the words on the board to create silly sentences.

### Story (40-45 minutes)

#### *A Promise*

*Many years after King David died, his kingdom did not listen to God. God said, "I will punish you and take your kingdom away." God told his spokesperson, "One day many children will die, but I will choose a new king from King David's family. "When the New King comes, He will save you." God promised them, "I will forgive you and forget the bad things you did."*

Read the story twice. Hand out a paper to each student and read it through together.

What happened after David died? What did God say?

What did God tell the spokesperson? Who will save them?

What did God promise them?

Practice rereading through the story. Have each student read a line of the story. Come up with motions to go with each line of the story to make it easier to remember. (For example, when the people did not listen to God you can put your hands over your ears and shake your head.) Retell the story several times using the motions. Have a student volunteer to say it while the class does the motions.

#### Variations:

- 1. Memory** Students retell the story by adding on one line at a time.
- 2. Miming** One person narrates while the other students silently act out the story.
- 3. Popcorn** You start the story and students can jump in as they remember.

Discuss the Story

*What did you like about the story? Is there anything you don't understand?*

*What do we learn about God in this story? What do we learn about people?*

## Materials

A copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you God for forgiveness. Thank you for promises. Help us to believe your promises. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Create an Excuse – Students review conjunctions by creating the craziest/funniest excuses they can think of. Then, have them make up something unbelievable that happened at school yesterday. Give them the prompts:

*I was going to do my homework, but...*

*Yesterday I went to school, and...*

Review - Check homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

hope	Bethlehem	outcasts	weep	Jeremiah
no one	did not listen	cared about them	dream	

- **hope**- a chance that something good will happen
- **no one**- no person
- **Bethlehem** - the name of a city
- **did not listen**- past tense and negative of listen
- **outcasts**-someone/people who has/have been rejected by a group or society
- **cared about them**- to like or want someone; to feel affection/love for someone
- **weep**- to cry; tears as a sign of sorrow (deep hurt)
- **dream**- when you sleep and you have a dream; a story you see when you are sleeping
- **Jeremiah**- the name of God’s spokesperson (have them practice pronunciation)

## Teaching Tips

**Vocab Baseball:** The rules are the same as baseball. Round the bases to score; three outs per team. One student from each team comes to the front, and only they can see the teacher. The teacher holds up a vocabulary card with a word in the local language. The students must then shout the word in English, and their team members shout it back. The loudest and fastest team gets the word. If the batting team wins, they go to the next base. If the other wins, the batting team gets an out. If teams are timid, pretend you didn’t hear to get them to shout the answer.

## A Promise

### Pronunciation (5 Minutes)

Short I (ih – pronounced 'ih' as in 'hit')

big     pig  
tip     sip  
ship    chip

Say the word twice before students repeat it after you. Repeat each word at least five times.

If students are more advanced, ask them to think of other words that have the 'ih' sound. Write the words on the board and have students create sentences using as many of the words as possible.

Tongue Twister: Six thick thistle sticks. Six thick thistles stick.

### Story (40-45 minutes)

#### A Promise

*Many years after King David died, his kingdom did not listen to God. God said, "I will punish you and take your kingdom away." Then, God gave his spokesperson, Jeremiah, a dream. In the dream, God said, "One day women in Bethlehem will weep because their children are dead, but there is hope for your future. I will give you back your kingdom, and choose a new king from King David's family, and when the Promised King comes He will save you." The people were outcasts and no one cared about them, but God said, "I love you and when the Promised King comes everyone will know me, and I will forgive you and forget the bad things you did."*

Read the story twice. Hand out a paper to each student and read it through together.

*Who is Jeremiah? Why will the women weep? What is God's promise to the people?*

*What is an outcast? How does God feel about outcasts?*

*What do you think it means when it says, "Everyone will know me."? Who is saying that? How can someone know God?*

*Do you know any outcasts or have you ever felt like an outcast?*

*Would you like it if someone were able to forget the bad things you have done?*

Create motions for the key words. Have the students tell the part that goes with the key word.

**did not listen**- Many years after King David died, his kingdom did not listen to God.

**punish** – God said, "I will punish you and take your kingdom away."

**dream** – Then, God gave his spokesperson, Jeremiah, a dream.

**hope** – sentence 4

**promise** – sentence 5

**outcasts** – sentence 6

**Promised King** – sentence 7

Ask a student to retell it in his own words. Let the other students help them if they get stuck.

## Materials

Vocabulary Flashcards, a copy of the homework for each student

## Prayer

Begin class with a simple, prayer like the following, *“Thank you God for giving us hope. Thank you for caring about us. When things are hard, help us to continue to trust you. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Around the World - Make flashcards with vocabulary words to review. Two students will stand up.

Show the vocabulary word. The first person to make a sentence correctly using the vocabulary word

wins. He/she stays standing. The other student sits down and the next student stands up to face the first student. Keep going until you have reviewed all of the vocabulary words.

Review - Check homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

to give back

will know

will forgive

- **to give back**-return something; you took it and now are giving it back; to give again
- **will know**- future tense of know...tomorrow I will know the answer
- **will forgive**- future tense of forgive...tomorrow I will forgive you

## Teaching Tips

- ❖ **Future Tense:** will + verb

*Tomorrow I will eat an apple.*

*Tomorrow I will read.*

*Tomorrow I will listen to music.*

*Next year I will be in 10<sup>th</sup> class.*

- ❖ Point out examples from the story:

*will know, will forgive, will punish, will love, will save, will weep*

- ❖ Create sentences using the vocabulary. *When will you give back my book? When will you know if we can take our vacation? When will you forgive me?*

- ❖ Give students several verbs and have them create sentences in the future. Change the pronouns. Make sure that students notice that the verb stays the same for every pronoun. Take turns asking and answering the question, “What will you do tomorrow?”

## Pronunciation (5 Minutes)

Consonant blends: St - Practice the consonant blend. Say the words while the students listen and then have them repeat them after you. Have students write sentences using the words. See how many words they can put in one sentence.

stage	steam	storm
stair	stomach	step
star	student	stick

Example: A storm was in my stomach as I took a step on the stage as the star student.

## Story (40-45 minutes)

### A Promise

*Many years after King David died, his kingdom did not listen to God. God said, "I will punish you and take your kingdom away." Then, God gave his spokesperson, Jeremiah, a dream. In the dream, God said, "One day women in Bethlehem will weep because their children are dead, but there is hope for your future. I will give you back your kingdom, and choose a new king from King David's family, and when the Promised King comes He will save you." The people were outcasts and no one cared about them, but God said, "I love you and when the Promised King comes everyone will know me, and I will forgive you and forget the bad things you did."*

Read through the story once while the students listen. Ask students to retell the story. If you used the key words in the last class to learn the story, you can write the key words on the board to remind students.

Cut up the story into sentence strips. Divide the students into groups. Give each group of students the sentence strips and have them put the story in order. Then, have someone reread the story.

### Variations:

- 1. Drama** Assign roles, and have students act out the story while saying their lines.
- 2. Comic Book** Have students create comic book strips as you retell the story
- 3. Puppets** Have students use puppets to perform the story.

Discuss the Story.

*What will happen when the Promised King comes? Who is the Promised King?*

*Why is there hope for the future? What do you like about this story?*

*What do you not understand about this story? What do we learn about God in this story?*

*What do we learn about people in this story?*

*You can insert this lesson before the birth story if you wish.*

## Materials

Odd One Out worksheet, a copy of the homework for each student

## Prayer

Begin class with a simple, prayer like the following, *“Help us to listen to you God. Help us to obey when you speak to us. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Odd One Out – Give students a list of four words. Three of them go together and one does not belong. Students have to decide which one does not fit with the other words. Students have to come up with a reason why that word is not like the others. You can divide the class into teams or play as a class.

Review – Check homework. Ask whom they shared the story with.

## Vocabulary (15 minutes)

country	far away
foreigners	returned

- country- homeland; the land where the people lived and were born; *America is my country.*
- foreigners- people from another (different) country, outsiders; *We are foreigners, because we are from America.*
- far away – not nearby, not close, a long way in a different direction; *America is far away from India.* (To teach far you can bring objects and compare near and far. Put something close to you and point to it and say near, then put something across the room and point to it and say far.)
- returned – past tense of return; to come or go back; *My mom returned to America last week.* (To teach return you can practice come and go. Then once students understand those words, you can tell them to go and then say return. Point to a student and say, “I’m happy you returned.”)

## Teaching Tips – Conditionals – First Conditional

- ❖ First conditional is used to talk about future plans. It uses words like if/then, will, can or may
  - If it rains tomorrow, then I will go to the movies.
  - If I can get time off of work, then I will come visit you.
  - If I pass my exams, then I will go to college.
  - If I get hurt, will you take care of me?
- ❖ Write a possibility on the board and have students complete the conditional.
- ❖ For example: If it rains tomorrow..., If I feel better later..., If I don’t have to work tomorrow...
- ❖ Ask students to create conditionals using the new words.
  - If I move to a new country, will you come visit me?
  - If I get a new job, then I will move far away.

## Pronunciation (5 Minutes)

Have the students repeat the words after you. Read each line several times.

nd – send, lend, bend	nt – sent, lent, bent
nk – sank, link, bank	ng – sang, long, bang

Divide the class into four groups. Assign an ending to each group. Say a list of three words with the same ending. Have the students stand when they hear their ending. Next have them say their words when you point to them. You can direct them like a choir and make it faster and slower.

Practice saying these sentences:

1. He sent me a copy of the song that he sang yesterday.
2. There was a loud bang sound at the bank.
3. The child bent his body when the boat sank.

## Story (40-45 minutes)

### *God's People Become Prisoners*

*The people did not listen to God, so God took their kingdom away from them. Foreigners came and took the people far away. The people were sad and they were outcasts. Seventy years later, they returned to their kingdom.*

Read the story twice while the students listen. Hand out a paper to each student and read it together.

*What did God do to the people? Why did God take their kingdom?*

*Who took the people far away?*

*How did the people feel? What were the people?*

*When did the people return to their kingdom?*

Create hand motions to go along with the story. Repeat the story at least five times until students are able to tell the story using the hand motions.

### **Variations:**

1. **Memory** Students retell the story by adding on one line at a time.
2. **Drama** Assign parts and act out the story.
3. **Popcorn** You start the story and students can jump in as they remember.

Discuss the Story

*What did you like about this story? What do you not understand about the story?*

*What do you learn about God in this story? What do you learn about people in this story?*

*Who will you tell this story to?*

Have a volunteer retell the story.



## Materials

Conditional Sentences, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you God that the people returned to their kingdom. Thank you for rescuing us. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

**Conditional Sentence Cut-Up:** Make enough copies of the activity for the pairs in your class. Cut up and mix sentences. Pair students up with a partner and give each pair the cut up conditional sentences. Students make sentences by matching the sentence halves. Have each group share one of their sentences with the class.

Review – Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

capital	prisoners	laughed at
destroyed	missed	

- **capital**- the place where the government is located; *New Delhi is the capital of India.*
- **destroyed** – past tense of destroy; to break down, ruin; *The monsoon destroyed our house.*
- **prisoners** – people who are in prison or are being held by someone else; *The prisoners tried to run away.*
- **missed** – past tense of miss; to be sad when a person is not with you; *I missed my friends when I went to Nepal for two months.*
- **laughed at**- past tense; to be made fun of; teased; *The girls laughed at me because of my clothes.*

## Teaching Tips – Conditionals – Second Conditional

- The second conditional is used with events that are not real. People use it to talk about things they dream about. It is similar to the first conditional, except that you use the word *would*.
  - If I had a million dollars, I would build a school.
  - If I lived in France, I would drink coffee everyday.
  - If I became president, I would change the taxes.

Write an unreal situation on the board, and have students complete the conditional. For example: If I were famous... If I were an animal... If I could have any super power...

- Use the new words to create conditionals.
  - If I were a prisoner... If India’s capital were destroyed...

## Pronunciation (5 Minutes)

Silent Letters: Say the words and have the students repeat them after you.

kn – knee, knife, know

gn – gnat, sign, foreign

b – climb, bomb, tomb

Ask if they know any other words with these silent letters. Write the words on the board. Have the students try to create sentences using several of these words.

I got knocked in the knee by a knight with a knife.

A gnu and a gnat gnawed on a gnome.

## Story (40-45 minutes)

### *God's People Become Prisoners*

*The people did not listen to God, so God took their kingdom away from them. Foreigners came and destroyed their capital. The foreigners took the people far away to be prisoners. The people were sad, and they missed their country. In the foreigners' country, the people were laughed at because they were outcasts. Seventy years later, God destroyed the foreigners' kingdom and the people returned to their kingdom.*

Read the story through twice. Have the students read it silently. Then, ask a volunteer to read out loud.

*What did the foreigners do when they came? Where did the foreigners take the people?*

*Why did the foreigners take the people far away?*

*Why were the people sad?*

*What happened to the people in the foreigners' country? Why were they laughed at?*

*What did God do to the foreigners' kingdom? Where did the people go?*

Do a drama with the story. Switch roles and have the students do the drama again. Repeat the drama at least three times.

Discuss the story.

*What did you like about this story? What do you not understand about the story?*

*What do you learn about God in this story? What do you learn about people in this story?*

*Who will you tell this story to?*

Use the popcorn method to retell the story.

## Materials

Tic-Tac-Toe Conditionals, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you God for keeping your promises. Thank you for sending the Promised King. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Tic-Tac-Toe with Conditionals: Draw a 3x3 Tic-Tac-Toe grid. In each of the 9 squares, write the first half of a first or second conditional. Divide the students into two teams. A student has to correctly finish the sentence to win that box for their team. The first team to get three in a row wins.

Review: Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

“Snowball” Vocabulary Review- Divide the students into partners. Give each pair a vocabulary word from the week. One person writes the vocabulary word on a piece of paper. The second person writes the definition or draws a picture on a separate piece of paper. Review the words and their definitions as a class. Then have all of the students crumple up their papers into “snowballs” and have a “snowball” fight. After a minute or two, tell the students to stop and each student needs to pick up a piece of paper. They will unfold the paper and find the person who has either the matching definition or the matching word. Once all students have found their match, have them read the word and definition aloud to the class to check to make sure everyone is right.

## Teaching Tips – Conditionals

- To help students practice using conditionals in conversation, give them the following scenario: You’ve come home late at night and found that the door to your house is open. What would you do? Discuss as a class to practice using conditionals.
- If students are more advanced, you can give them another scenario: You’re driving down the road and you see a woman crossing the street. A car hits the woman and she is lying in the road. What would you do?

## God's People Become Prisoners

### Pronunciation (5 Minutes)

I'm sorry! - Role-play a conversation between two people walking down the street.

One person accidentally bumps into the other person.

What do you say? What would they say? What do you do?

Excuse me! - Role-play trying to pass someone who is moving slowly or they are standing in the way.

What do you say? What might they say?

### Story (40-45 minutes)

#### *God's People Become Prisoners*

*The people did not listen to God, so God took their kingdom away from them. Foreigners came and destroyed their capital. The foreigners took the people far away to be prisoners. The people were sad, and they missed their country. In the foreigners' country, the people were laughed at because they were outcasts. Seventy years later, God destroyed the foreigners' kingdom and the people returned to their kingdom.*

Read the story while the students listen. Have a volunteer read the story for the class.

*Do you remember when God told the people, "I will punish you"? (from the Jeremiah story)*

*What was the punishment? (He would take the kingdom away)*

*After that, God made a promise. What was the promise? (I will give your kingdom back.)*

*Did God keep His promise?*

*God made another promise to the people. He promised to send someone. Who? (The Promised King.) Do you think God will keep that promise? What will the Promised King do?*

Do a drama with the story. Switch roles and have them do it again. Have a student retell the story.

#### **Variations:**

- 1. Motions** Create hand motions for key parts in the story
- 2. Keywords** Create keywords to each part of the story.
- 3. Puppets** Use puppets to act out the story.

Discuss the story.

*What did you like about this story? What do you not understand about the story?*

*What do you learn about God in this story? What do you learn about people in this story?*

*Who will you tell this story to?*

## Materials

A copy of the homework for each student

## Prayer

Begin class with a simple, prayer like the following, *“Thank you God for sending Jesus. Thank you that he can save people from the punishment for the bad things they do. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

I’m going to....I will....- Write two sentences on the board. *I’m going to the market. I will buy an apple.* You might need to explain *“going to.”* Tell students to pay attention because they have to remember the other answers. Each student has to remember the previous answers and add a new one. *“I’m going to the market. I will buy an apple and a banana.”* To make it faster, you can just have them remember the answer directly before them. Other prompts are *“I’m going to eat breakfast. I will eat...,” “I’m going home. I will...”*

Review – Check homework for “will” in responses. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

engaged	angel	slept with a man	Jesus	never
pregnant	God’s Spirit	Mary/Joseph	before	

- engaged- an agreement to marry; *My friend Mary is engaged to be married.*
- pregnant- with child; carrying a baby inside the body
- angel- a heavenly being; a messenger of God
- God’s Spirit- the Holy Spirit; the spirit from God that speaks to us and reminds us of God’s commands
- slept with a man- did bad things (however it is appropriate to say in the culture, but make sure that they understand the meaning)
- Mary- a female name
- Joseph- a male name
- Jesus- his name means, “the Lord saves”
- before- a word that shows an event happens earlier in time; *I ate breakfast before I went to school.*
- never- not at any time, not ever; *I have never been to China.*

## Teaching Tips

Conjunctions: Before and After

- ❖ **After** class I will go to the market. **Before** class I went to the market.  
The number 3 comes *after* 2. The number 1 comes *before* 2.
- ❖ Have students create sentences using before and after. Challenge students to use the new words in their sentences.
  - *Mary was pregnant before she slept with a man.*
  - *After I get married I want to get pregnant.*

## Pronunciation (5 Minutes)

Phone Etiquette - Discuss how to answer the phone. What do you do if you get a wrong number?

"Hello. This is \_\_\_\_\_ (your name). May I speak to \_\_\_\_\_ (person's name)?"

If the person you are looking for is not at home, say: "Would you please have (name) call me when he/she returns home? Thank you. Goodbye."

If you dial a wrong number, apologize and say goodbye. Do not continue to ask questions.

When you answer the phone at a business, you might say, "Lion's Hospital. This is Amy. How may I help you? I'm sorry. He's unavailable at the moment. May I take a message?"

Pair students to practice phone conversations. Ask one group to model their conversation for the class.

## Story (40-45 minutes)

### *Jesus is Born*

*Many years after God promised to send a new king and give forgiveness, He sent Jesus. Before Jesus was born, Mary was engaged to Joseph. Joseph came from King David's family. Mary had never slept with a man, but she became pregnant. In a dream, an angel told Joseph, "The child is from God's Spirit. He will save his people from the punishment of the bad things they did." Mary had a son and they named him Jesus.*

Read the story twice while the students listen. Hand out a paper to each student and read it together.

*When does this story take place? Many years after God made a promise.*

*Mary and Joseph are engaged. What does that mean? They are promised to marry.*

*It says Mary never slept with a man, but she became pregnant. How can that be? Let's read further in the story and it will explain.*

*The child is from God's Spirit. What do you think that means?*

*God gave Joseph a dream. To whom else did he give a dream? Jeremiah*

*Who speaks to Joseph in his dream? What is Mary's son's name?*

*What are the clues that Jesus is the Promised King?*

Using puppets have the students re-enact the story. They can do a drama if it wouldn't be embarrassing for their culture. Puppets might be less offensive. Each student can be a character. Retell the story while they do the drama. Then you can have students take turns reading it.

Variation: Have each student read the line that goes with their puppet.

Discuss the Story

*What did you like about this story? What do you not understand about the story?*

*What do you learn about God in this story? Who will you tell this story to?*

Have a volunteer retell the story.

## Materials

Food cards, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, “*Thank you God that Joseph believed the angel. Help us to have the faith to believe your message to us. In Jesus’ name. Amen.*”

## Warm-ups (10-15 minutes)

Things in Common - Have the students work in pairs to find out things they have in common (things that are the same). You can give the following examples:

*Do you have a ....? Do you like...? Can you...? Have you ever...?*

Students will find things that they have in common and write sentences using them.

*Chanden **and** I like bananas.*

Then have students write a sentence about something that is different about them.

*Deepak likes playing cricket, **but** I like playing volleyball.*

Review – Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

end	married	punishment	child
engagement	power	born	

- **end**- stop; to bring something to a final point; *I am going to end this meeting.*
- **engagement**- noun; an agreement to get married; *I told my family about my engagement.*
- **married**- past tense of marry; *My brother got married five years ago.*
- **power**- strength; the ability to do something; *God has the power to heal sicknesses.*
- **punishment**- noun; penalty for doing something bad; *I had to wash the whole wall as a punishment for spitting on the wall.*
- **born**- to be given life as a baby from a mother’s belly; *I was born on June 21.*
- **child**- a son or daughter; (you can talk about a boy or girl); *My child will be one next week.*

## Teaching Tips

- ❖ Review past tense verbs.
- ❖ Go over the past tense verbs that are found in the story.
- ❖ Have students create sentences using the irregular past tense verbs in sentences.

## Pronunciation (5 Minutes)

1. Table Manners - In America, you eat with a guest and do not watch them while they eat. When eating together, it is very informal. You serve yourself. When you want something that is out of reach, Do not reach across others to get food. Say, "Please pass the \_\_\_\_\_." If a guest says they do not want any more food, do not push them to eat more. If you burp or make any other noise, say "Excuse me."

2. Eating in America - Set out the food cards (or bring culturally appropriate food) and pretend that you are all eating together. Have students practice what they might say at a table.

*"Could I please have some ham?" "Sure." "How much would you like?" "That's enough. Thank you."*

*"You're welcome." "Would you like some more?"*

*"Would you like more to drink?" "Yes, please. I'll have some milk." "There you go." "Thank you."*

## Story (40-45 minutes)

### *Jesus is Born*

*Many years after God promised to send a new king and give forgiveness, God sent Jesus. Before Jesus was born, Mary was engaged to Joseph. Joseph came from King David's family. Mary had never slept with a man, but she became pregnant by the power of God's Spirit. Joseph was going to end the engagement, but God gave Joseph a dream. In the dream, an angel told Joseph to marry Mary because the child was from God's Spirit. The angel said, "Mary will have a son. Name him Jesus. He will save his people from the punishment for the bad things they do." Joseph married Mary. Mary had a son and they named him Jesus.*

Read the story through twice. Have the students read it silently. Then, ask a volunteer to read out loud.

- 1. What family did Joseph come from? Why is this important? God's promise in the Jeremiah and David stories said that the new king would come from David's family.*
- 2. How did Mary become pregnant? By the power of God's Spirit*
- 3. Why was Joseph going to end the engagement? What would you do if you were Joseph? What did God do to stop Joseph from ending the engagement?*
- 4. What did the angel tell Joseph? Look at how the angel tells Joseph that it will be a boy before Mary gives birth to Jesus. God knows everything.*

Remember what Jesus' name means. The angel also told Joseph that Jesus would save his people from the punishment of their disobedience. In Jeremiah, God made a new promise that he would forgive the people for the bad things they did. *How will he do that? Through Jesus*

Do a drama with the story. Make sure that Mary and Joseph are two boys or two girls so that it is not awkward or culturally inappropriate behavior. Use the popcorn method to retell the story.

*What do you like about the story? Is there anything you do not understand? What can we learn about God from this story? What can we learn about people? Who will you tell this story to?*



## Materials

Vocabulary cards, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you God for the power of the Holy Spirit. We ask that the Holy Spirit’s power would fill us today. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Conversation Cards - What is more important to you: family or friends? Why?

What animals are you afraid of? Why?

Would you ever get a tattoo? Why or why not?

Review: Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

Pictionary Review

1. Write selected vocabulary on strips of paper.
2. Divide class into teams.
3. A student from the first team randomly takes a slip and draws what is on the slip.
4. Allow the artist’s team to call out what they think the drawing represents (remind them that these are all previous vocabulary words).
  - 3 points- guess on 1<sup>st</sup> try
  - 2 points- guess on 2<sup>nd</sup> try
  - 1 point- guess on 3<sup>rd</sup> try
5. If the artist’s team does not correctly guess after three tries, allow the opposing team to guess the correct answer for one point.

## Teaching Tips

- ❖ Have students work with a partner.
- ❖ Students will interview each other about their plans for the weekend.
- ❖ Students will ask, "What will you do this weekend?"
- ❖ The partner should respond with at least five things they will do this weekend.
- ❖ Then, the student will tell the class what their partner plans to do for the weekend.

*This weekend Susie will complete her homework. She will go shopping. On Saturday, she will watch a movie.*

## Pronunciation (5 Minutes)

Exclamations! - Write the ten exclamations on the board. Have students work in pairs to talk about reasons people would say these exclamations or questions. Have students give their reason and the class will guess which exclamation they are referring to.

Never Mind!

Really?!

Wow!

Of Course!

Sorry!

Good Luck!

No!

Careful!

Huh?

Not Now!

Review future tense. Give students verbs to put in the future tense and create sentences.

## Story (40-45 minutes)

### *Jesus is Born*

*Many years after God promised to send a new king and give forgiveness, God sent Jesus. Before Jesus was born, Mary was engaged to Joseph. Joseph came from King David's family. Mary had never slept with a man, but she became pregnant by the power of God's Spirit. Joseph was going to end the engagement, but God gave Joseph a dream. In the dream, an angel told Joseph to marry Mary because the child was from God's Spirit. The angel said, "Mary will have a son. Name him Jesus. He will save his people from the punishment for the bad things they do." Joseph married Mary. Mary had a son and they named him Jesus.*

Read the story while the students listen. Have a volunteer read the story for the class.

Do you know what pretend means? Ok, Let's pretend we are one of the characters in the story. Ladies, you pretend that you are Mary. Boys, you pretend that you are Joseph.

- *Mary: How would you feel if you found out you were pregnant and had never slept with a man? What would your family think? What would your Father say? What do you think Joseph will do when he finds out? How would you feel when you realize that your son will be Jesus, the Savior of the world?*
- *Joseph: How do you feel when you find out Mary is pregnant? What would you do? Would you still marry her? How do you feel when you see an angel? Do you believe what he says? How would you feel knowing that you will raise Jesus, God's Son?*

Mary and Joseph were poor and from a small town. Why do you think God chose them to be the parents of Jesus? Mary would have been considered an outcast when people found out that she was pregnant before she was married. Why didn't God send the angel to tell everyone?

Ask someone to retell the story. Who do they know that would like to hear this story?

## Materials

A copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *“Thank you God that Herod was not able to kill Jesus. Thank you that you know everything. Help us to listen to you. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

What is it? - Show part of a picture and have students guess what they think it might be. Have them turn to their partner and talk about what it could be. Show more of the picture until students are able to guess what it is. Show another picture and have students compare the pictures. What is the same? What is different? Describe both objects.

Review – Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

worried                      left  
return                      ordered                      asked

- **worried**- to be nervous or upset about something bad that may have happened or might happen. *I was worried when I saw the accident.*
- **return**- to come or go back to a place after leaving it; *Next year I will return to America.*
- **left**- past tense of leave; *I left school early to go to my friend’s house.*
- **ordered**- to tell someone to do something; *I ordered the auto driver to turn around.*
- **asked**- to question somebody to get information; *I asked her how to make tea.*

## Teaching Tips

- ❖ Tell your students they are going to write sentences, but need to take the following rules into account:
  1. Each sentence must have at least 5 words.
  2. Each word in the sentence must begin with the same letter given by the teacher.
  3. You may use a proper name, but only once in a sentence.
  4. The winner is the one (or the ones) who can manage to write a correct sentence (it does not matter if it is a little bit crazy).
- ❖ Then you can get sentences like these:

*Every evening eleven elephants escape.*  
*All afternoon animals ate angry avocados.*  
*My mother makes marvelous meatballs.*  
*The tiny tailor took the Tunesian tourists to Tazmania.*
- ❖ Give the students the letters that the new words begin with. Give students extra points for including the new words in their sentences.

## Herod Learns about a New King

### Pronunciation (5 Minutes)

Contractions - Have students repeat the contractions after you. Ask if they know what the contraction means. It is a short way of writing two words together. Write the longer version of the words on the board and have the students come up and make them into the contractions by removing the letters and adding an apostrophe.

I'm	They're	That's	When's	How's
He's	We're	Who's	Where's	
She's	It's	What's	Why's	

Have students create sentences/questions using the contractions.

### Story (40-45 minutes)

#### *Herod Learns about a New King*

*Herod was king when Jesus was born. Some men asked Herod, "Where is the Promised King?" Herod was worried because this was the king God promised to the spokesperson. The men found Jesus in Bethlehem. In a dream, God told the men not to return to Herod. Joseph, Mary, and Jesus left. Herod ordered all the baby boys in Bethlehem to be killed.*

Read the story twice while the students listen. Hand out a paper to each student and have them read the story silently to themselves. Then, have a volunteer read the story aloud for the class.

*Who was king when Jesus was born? Who is "the Promised King?"*

*Why do you think Herod was worried? Where did they find Jesus?*

*Why did the men not return to Herod? Who left?*

*What was Herod's order? Why do you think he ordered that?*

*What are the clues that Jesus is the Promised King? (Have students make a list of how Jesus is fulfilling the prophecies and write them on the board.)*

Do a drama with the story. Ask a student to retell the story.

#### **Variations:**

- 1. Memory** Students retell the story by adding on one line at a time.
- 2. Miming** One person narrates while the other students silently act out the story.
- 3. Popcorn** You start the story and students can jump in as they remember.

Discuss the story.

*What did you like about this story? What do you not understand?*

*What do we learn about God in this story? Who can you tell this story to?*

## Materials

Contraction Cards, Plural Pictures, a copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *“Thank you God for sending angels to warn Joseph. Thank you that Joseph obeyed God. Help us to obey you like Joseph did. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Contractions - Students will draw a contraction card. They have to come up with a question using the contraction. Then, another student will use another contraction card to an answer that question. Answers can be silly or serious. Encourage students to have fun creating random questions and ridiculous answers.

Review - Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

worship	another	plural	woman/women	person/people
gifts	because	man/men	child/children	

- **worship**- to pray and do actions to show respect to God (a deity)
- **gifts**- something that is given to someone to make them happy or say thank you
- **another**- one more; one that is different; *I would like another color.*
- **because**- a conjunction; for the reason that; *I am going to eat, because I am hungry.*
- **plural**- more than one person or thing
- **man/men**- one man; two or more men
- **woman/women**- one woman; two or more women
- **child/children**- one child; two or more children
- **person/people**- one person; two or more people

## Teaching Tips

- ❖ Practice creating sentences using there is and there are with the plurals. Have students create plural sentences using the new words. *There are three gifts under the tree.*
- ❖ Bring in pictures or draw objects for the students to talk about.  
*In this picture, what do you see? There is a/one man. There are three children.*  
*How many people can you count? There are five people.*
- ❖ Write several pairs of nouns on the board - one is plural and one is singular. For example: banana and bananas. Divide students into two teams. Give each team an eraser. Then yell out a noun and students have to listen to hear whether it is singular or plural and be the first one to erase the correct noun to score a point for their team. To make it more challenging you can say entire sentences and they have to listen for the noun.

## Pronunciation (5 Minutes)

Contractions - Have the students repeat the contractions after you. Explain how the contractions are a shortened form of two words. These are used to talk about the future. Have students create sentences using contractions.

I'll	They'll	Who'll	Why'll
You'll	We'll	What'll	How'll
He'll	It'll	When'll	
She'll	That'll	Where'll	

Write sentences and have students replace the words with contractions.

*I'll be at the market if you need me.*

*How'll you get to her house?*

## Story (40-45 minutes)

### *Herod Learns about a New King*

*Herod was king when Jesus was born. Some men asked Herod, "Where is the Promised King? We want to worship him." Herod was worried because this was the king God promised to Jeremiah. Herod said, "Look for the child in Bethlehem." The men found Jesus in Bethlehem. They worshiped him and gave him gifts. In a dream, God told the men not to return to Herod. In another dream an angel told Joseph, "Leave! Herod will look for your child to kill him." Joseph, Mary, and Jesus left. When the men did not return, Herod was very angry. He ordered all the baby boys in Bethlehem to be killed. The women were weeping because their children died.*

Read the story twice while the students listen. Hand out a paper to each student to read silently. Have students each read a line aloud to read through the story.

*Why were the men looking for the Promised King? Why was Herod worried?*

*Why did the men worship Jesus and give him gifts?*

*Why did the angel tell Joseph to leave? Why was Herod angry?*

*Why were the women in Bethlehem weeping?*

*Where did we read about that before?*

Do a drama with students miming dialogue. Switch roles and do the drama again.

### **Variations:**

- 1. Motions** Create hand motions for each part of the story to help students remember the scenes.
- 2. Scenes** Pretend the story is a play, and act out each scene separately.
- 3. Comic Book** Have students draw pictures for each scene as you retell the story several times.

This time have the students say their lines. Ask a volunteer to retell the story.

## Materials

A copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *“Thank you God that you have a plan for everyone. Thank you for giving us direction. Help us to follow your plan for our life. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Being Lost - Have you ever been lost? What did you do?

To model, you can share a story with the class about a time when you were lost. Encourage students to use emotion words when they share about a time when they were lost. If students are more advanced, you can also talk as a class about what you should do if you get lost.

Review – Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

Directions

Go Straight

Turn Right

Turn Left

Pass the post office.

Go through the light.

Take the second left.

Go over the bridge.

Is it far?

Go down the stairs.

Go up the stairs.

Go straight until you see...

## Teaching Tips

- ❖ Have students practice saying the different phrases. You can change the underlined words to other places/objects.
- ❖ Can one of the students give you directions to their house?
- ❖ Pair students with a partner. Blindfold one of the partners. The student without the blindfold will guide their teammate around the room giving them directions (ONLY ENGLISH). Then have students switch and the other person will guide them around the room. The object is for their teammate not to run into anything and to find their way back to their seat. You can make it more exciting by placing objects around the room that the students have to navigate around.

### Pronunciation (5 Minutes)

Giving Directions Dialogue: Read the dialogue to the class.

Aaron: "You look lost. Can I help?"

Brett: "Yeah. I'm looking for the Caprice Theatre. Do you know where it is?"

Aaron: "It's on the corner of Elm Street and 22<sup>nd</sup> Avenue. It's next to the art gallery. You can't miss it."

Brett: "Thank you!"

Answer any questions they might have. Have students work with a partner. One student will say the lines for Aaron and the other for Brett. Then have them switch and do the opposite. Ask a volunteer pair to come and demonstrate for the class. If there is still time, have students change the underlined sections and create their own dialogue.

### Story (40-45 minutes)

#### *Herod Learns about a New King*

*Herod was king when Jesus was born. Some men asked Herod, "Where is the Promised King? We want to worship him." Herod was worried because this was the king God promised to Jeremiah. Herod said, "Look for the child in Bethlehem." The men found Jesus in Bethlehem. They worshipped him and gave him gifts. In a dream, God told the men not to return to Herod. In another dream an angel told Joseph, "Leave! Herod will look for your child to kill him." Joseph, Mary, and Jesus left. When the men did not return, Herod was very angry. He ordered all the baby boys in Bethlehem to be killed. The women were weeping because their children died.*

Read the story. Hand to each student to read silently. Ask the class to retell the story without looking.

*We talked in our last class about how the men worshiped Jesus and gave him gifts. Herod wanted to kill Jesus. An angel spoke to Joseph in a dream to warn him to leave so Jesus would not die. Jesus is only a baby. Why is he so important? (He will save his people from their sins. He is the Promised King)*

*How did God know that Herod would try to kill Jesus? (He knows everything.)*

*God knew everything about Jesus and He protected him so that he could fulfill his purpose. Do you know that you have a purpose too? What do you think your purpose is? The Bible tells us that we were created to worship God and bring Him glory. \*refer back to the creation story.*

*The men and women in our stories have had to choose to believe God even when it was hard. Can you remember people from our stories who believed God? (Joseph, Mary, Samuel, Jeremiah, etc.) God wants us all to believe Him and obey Him.*

Retell the story as a class. *What did you like about the story? What do you not understand? What do we learn about God in this story? What do we learn about people? Who can you tell this story to today?*



## Materials

“Upset the Fruit Basket cards,” a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, “*Thank you God for eternal life. Thank you that we can live with you forever in heaven. In Jesus’ name. Amen.*”

## Warm-ups (10-15 minutes)

Upset the Fruit Basket - Write questions like, *Have you ever...? Do you like...? Are you going to...?*

Have students sit in chairs in a circle as you read a question. Students who answer yes have to move. As they move, take one chair. One student will lose a chair, have to read the next question, and find a seat before they are all gone!

Review – Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

older	surprised	like/don't like
well	tired	eternal life

- **older**- more old; a comparison between two ages; *I am four years older than my sister. When I get older I want to be a teacher.*
- **well**- a hole that is dug in the ground to get water; *The well is deep.*
- **surprised**- to cause someone to feel sudden amazement at something unexpected
- **tired**- needing rest or sleep; weakened by activity; *She was tired after a long day of work.*
- **like/don't like**- to enjoy something; it is pleasing to you/ to not enjoy something/someone
- **eternal life**- life that lasts forever; life without end

## Teaching Tips

Past Continuous Tense - used when something happened during the time that something else was happening  
*I was sleeping when the phone rang. I was reading when the power went out.*

- Subject + was or were + verb + ing  
*I was eating. They were dancing. We were playing. You were watching TV. She was reading.*
- Students will talk with a partner.  
A: I saw you yesterday while I was walking, but you didn't see me.  
B: Really? When?  
A: At about 2:30. You were *getting out of a taxi on Ring Road.*  
B: That wasn't me. Yesterday at 2:30 I was *cooking dinner.*  
A: I guess I made a mistake.

Substitute the following phrases into the dialogue for more practice.

1. Walking into the post office; fixing my car
2. Getting on a bus; watching tv.
3. Walking in the park; sleeping

## Woman at the Well

### Pronunciation (5 Minutes)

**Asking for Directions** - "Excuse me. Is there a bank near here?"

"Yes. There's one near here."

"How do I get there?"

"At the light, take the first left and go straight. It's on the left."

"Is it far?"

"Not really."

"Thank you."

- Students can change the dialogue to ask for different things. Is there a market near here? mall? Café Coffee Day? Stationery shop? General store?
- Change the directions to practice the vocabulary words from the previous class.
- **For advanced students:** Use a map hung up on the wall, and have one student pick a card with a starting point and destination on it. He gives directions to another student, without telling him where the final destination is. See if the other student can follow the directions and get there.

### Story (40-45 minutes)

#### *Woman at the Well*

*One day when Jesus was older, he stopped at a well because he was tired. A woman came to the well for water, and Jesus asked her for a drink. The woman was surprised that Jesus was talking to her, because Jesus' people did not like her people. Jesus told her, "I can give you eternal life." Then he told her he knew about her life and the bad things she was doing. Jesus told her he was the Promised King.*

Read the story. Hand out a paper to each student to read silently. Ask a volunteer to read the story aloud while the other students follow along.

*Why did Jesus stop at a well?*

*Why was the woman surprised that Jesus was talking to her?*

*What did Jesus say to the woman? What is eternal life?*

*What did Jesus know about the woman? How?*

*Who did Jesus tell the woman he was? What do you think that means?*

*What are the clues that Jesus is the Promised King?*

Do a drama with the story. Ask a student to retell the story.

#### **Variations:**

1. **Memory** Students retell the story by adding on one line at a time.
2. **Miming** One person narrates while the other students act out the story silently.
3. **Popcorn** You start the story and students can jump in as they remember.

Discuss the Story

*What do you like about this story? What do you not understand?*

*What do we learn about Jesus in this story? Who can you tell this story to?*

## Materials

Present Tense Action Charade Cards, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you Jesus that you are the Promised One. Help us to believe you are the Promised One and tell others. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

The Freeze Game – Use action charade cards. Divide class into two teams. Have one team sit in chairs and one team stand up in a space where they have room to move around. The team sitting down needs to close their eyes. Show the other team a charade card like, “playing basketball.” The team silently acts it out until you say, “Freeze!” When you say “Freeze,” every person freezes their current action and holds it. Team 1 now opens their eyes and looks at the frozen team. Each student from Team 1 takes a turn to guess what Team 2 *was doing*. Was she playing tennis? Were they eating? If they guess correctly they get a point. The teams switch and now Team 1 will act out one of the charade cards. Tip: Begin with simpler charades until the students are into it, and then make them more difficult.

Review - Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

journey	husband	in the mood for	best	located
sat	grab a bite to eat	wouldn't mind	tastiest	believed

- **journey**- a trip from one place to another; *I went on a journey to India.*
- **sat**- past tense of sit; *I sat on the floor.*
- **husband**- the man a woman is married to; *My sister's husband's name is Aaron.*
- **grab a bite to eat**- a phrase that means to go get something to eat, usually at a restaurant
- **in the mood for**- to want something specific (to eat); *I'm in the mood for Chinese tonight.*
- **wouldn't mind**- to not have a problem with something; to not be bothered; *I wouldn't mind if you borrowed my book.*
- **best**- better than anything else; the most; *This is the best tea I've ever had.*
- **tastiest**- the most tasty; has the best flavor; *This is the tastiest cake.*
- **located**- where something is found; the address of a place; *My house is located on Straight Street.*
- **believed** – past tense; to trust that something is true; *She believed in Jesus.*

## Teaching Tips

- ❖ Discuss the following topic: What is the best food you have ever tasted? Why is it the best?

## Woman at the Well

### Pronunciation (5 Minutes)

Dialogue - Read the dialogue from the homework page while the class listens. Practice the dialogue.  
Have students practice with a partner, switching roles so that they do both parts.

### Story (40-45 minutes)

#### *Woman at the Well*

*When Jesus was older and on a journey, he sat next to a well because he was tired. A woman came to the well for water, and Jesus asked her for a drink. The woman was surprised that Jesus talked to her, because Jesus' people did not like the woman's people. Jesus told her, "I can give you eternal life. Go and get your husband and come back here." The woman said, "I do not have a husband." Jesus said, "You are right! You do not have a husband; you had five husbands and the man you live with now is not your husband." Jesus also told her that he was the Promised King, and she believed him. She went back to her village and told people about Jesus, and many people came to meet him. Many people believed in Jesus.*

Read the story. Have the students read it silently. Then, have each student read part of the story aloud.

- 1. Why did Jesus tell the woman to get her husband?*
- 2. How many husbands did the woman have? How do you think people thought about her or treated her if she was living with a man that was not her husband?*
- 3. It says the woman believed Jesus. What do you think that means? What did she believe about Jesus?*
- 4. What did the woman do after she talked to Jesus? Why? What do you do with good news?*

*Tell the story to someone today and share the good news that Jesus is the Promised King!*

Do a drama with the story. Have students retell the story.

#### **Variations:**

- 1. Picture** Tell the story several times as students draw Jesus talking to the woman at the well
- 2. Sentence Strips** Cut the story into strips, and have students race to put the story in order
- 3. Pairs** Have students pair up and try retelling the story to each other.

## Woman at the Well

### Materials

Repeat if it's True Pictures, paper, markers, crayons, and a copy of the homework for each student

### Prayer

Begin class with a simple, easy-to-understand prayer like the following, *"Thank you God that you love us even when we do bad things. Thank you for forgiveness. In Jesus' name. Amen."*

### Warm-ups (10-15 minutes)

Repeat if it is True - Bring 10-15 large pictures. Hold up one of the pictures and make a true or false statement about it. The class should listen and repeat what you have said- if it is true. (You might need to teach them true and false before you start the game.) Give yourself a point every time you get the class to repeat something that is untrue, and give the class a point when they respond correctly. (Only give yourself a point if the whole class repeated after you.)

Review – Check homework (p. 179). Who did you tell the story to? What did they say?

### Vocabulary (15 minutes)

Idioms	Bite your tongue.	Put your best foot forward.
You can count on me.	Put your foot in your mouth.	Stick your neck out.

- Idiom- an expression with a nonliteral meaning; a group of words that's meaning is different from the actual or literal meaning of the words. Idioms do not translate into other languages.
- You can count on me- It means that you can depend on me no matter what.
- Bite your tongue- You stop talking or avoid talking so you don't say something you'll regret.
- Put your foot in your mouth- You say something stupid or embarrassing.
- Put your best foot forward- You try to do your best at something
- Stick your neck out- You take a risk because you believe in something.

Write the idiom on the board and have the students try to explain it. Then, explain the idiom. Have students choose an idiom and work with a partner to think of a situation when you might say this.

### Teaching Tips

#### Idiom Activities

- Ask each student a question using an idiom.
  - Create questions that require the students to connect the idiom to personal experience. *"Have you ever put your foot in your mouth?"*
  - This will immediately let you sense how well the student understands the idiom. Listening to other students also helps them prepare to write their own sentences.
- Give students paper, markers, crayons and have them draw the literal meaning of the idioms. Then, have the class guess what idiom each picture represents.

## Woman at the Well

### Pronunciation (5 Minutes)

Model for students how to turn a statement into a question. Say the statement, then model the question. Then say the statement, and have the students ask the question. If they make a mistake, simply model the correct question and have the student repeat.

I go to school.

Do you go to school?

I take a nap.

Do you take a nap?

I like recess.

Do you like recess?

I eat lunch.

Do you eat lunch?

### Story (40-45 minutes)

#### *Woman at the Well*

*When Jesus was older and on a journey, he sat next to a well because he was tired. A woman came to the well for water, and Jesus asked her for a drink. The woman was surprised that Jesus talked to her, because Jesus' people did not like the woman's people. Jesus said, "I can give you eternal life. Go and get your husband and come back here." The woman said, "I do not have a husband." Jesus said, "You are right! You do not have a husband; you had five husbands and the man you live with now is not your husband." Jesus also told her that he was the Promised King, and she believed him. She went back to her village and told people about Jesus, and many people came to meet him. Many people believed in Jesus.*

Ask the students to retell the story. Reread the story together as a class. Discuss the story.

*In the first story we read how Jesus knew about the woman's life and all the bad things she was doing. Now we read exactly what He knew about her. He knew everything that she was doing and did in her past. He knew things that no one else knew about her.*

*Is there anything that people do not know about you? Many times people try to hide bad things they have done or there are things in their past that they are ashamed of, so they don't tell anyone about it. The woman probably felt the same way. Imagine having five husbands and living with a man that was not your husband! She was probably ashamed of her life. Jesus knew everything about her, even what she was trying to hide. Even though he knew all of her bad things he still loved her.*

If your testimony could go along with this story, then share it with the class. You can share how Jesus knew everything about you. He knows all of the bad things you did, but he still loves you. He came to you and offered you eternal life.

*Just like Jesus knew everything about the woman, Jesus knew everything about me, and he knows everything about you, too. He loves you no matter what you have done and He is ready to offer you eternal life if you will believe that He is the Promised King.*

*What do you like about this story? What do you not understand? What do we learn about Jesus in this story? What do we learn about people? Who can you tell this story to?*

## Materials

Profession picture cards, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you God that you can change lives. Thank you for changing my life. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Idioms - Write the idiom on the board. Ask the students what they think it means. (You could draw a picture with the literal meaning of the idiom) If no one has ever heard of the idiom explain what it means. Have students think of a situation when they could use this idiom.

*I’m all ears.* – You have my attention, so talk.

*It cost an arm and a leg.* – It was very expensive.

*In hot water.* – If you are in hot water, then you are in serious trouble.

*Melt my heart.* – If something melts your heart, it affects you emotionally.

Review – Check homework. Who did you tell the story to?

## Vocabulary (15 minutes)

climbed            crowd  
half                relationship

- **climbed**- to move toward the top of something using your hands and feet; *The boy climbed the tree.* (You can use TPR to teach)
- **half**- one of two equal parts; *My sister and I each got half of the chocolate bar.* (Draw a picture or use props to show half.)
- **relationship**- an important connection between two people. Draw or bring a picture of a family. Point to the picture and ask questions like, “What is their relationship?” (mother and daughter), “Do they have a good relationship?” (No. They have a bad relationship. They always fight.)
- **crowd**- a large group of people together in one place; *There was a crowd at the mall.*

## Teaching Tips

- Introduce professions using vocabulary cards.
- Spread the pictures out on the table face up.
- Describe a profession
- The first student to recognize the profession finds the card and slaps it.
- The first person to slap the picture gets the card. The person with the most cards wins.
- Challenge: Students must use the profession in a sentence to get the card.
- A more advanced student can take a turn describing the professions.

## Pronunciation (5 Minutes)

Mechanic - Divide students into two groups. One group is the mechanic and the other group is the person with the problem.

Give the mechanic the following information:

*\$30 call out charge*

*Open from 8 a.m. to 6 p.m.*

The person's problem is:

*Your car won't start. It's 8 p.m. ... find help!*

*How much will it cost? When will they repair it?*

Students create a dialogue using the information. Have students ask questions to find the answers.

## Story (40-45 minutes)

### *Jesus Changes a Man's Life*

*One day, Jesus was walking in a crowd. A short man wanted to see Jesus, so he climbed a tree. Jesus said, "Zacchaeus! Come down! I am going to your home today." Zacchaeus climbed down and took Jesus to his home. The crowd said, "Jesus is going to a bad man's house." Zacchaeus said, "I will give half of my money to the poor." Jesus said, "Because Zacchaeus believes me, now he has forgiveness and a right relationship with God."*

Read the story once for the students. Hand out the papers and have a student read the story aloud.

*Why did the man climb a tree?*

*How do you think Zacchaeus felt when Jesus told him he was going to his house?*

*What did the crowd think of Zacchaeus? What did Zacchaeus say he would do?*

*What did Zacchaeus believe about Jesus? What happened because Zacchaeus' believed Jesus?*

*Why did he need a right relationship with God?*

Do a drama with the story. Have a student retell the story.

### **Variations:**

**1. Motions** Create hand motions for key parts in the story

**2. Keywords** Create keywords to each part of the story.

**3. Puppets** Use puppets to act out the story of Zacchaeus – Don't forget to make a tree, too!

Discuss the story.

*What did you like about the story? What do you not understand about the story?*

*What do we learn about Jesus in this story? What can we learn from Zacchaeus' life?*

Tell your friends this story today.



## Materials

Vocabulary cards, tape, and spoon puppets (pictures taped to plastic spoons), and a copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *"Thank you Jesus for giving forgiveness and a right relationship with God. Help us to have faith to believe the truth. In Jesus' name. Amen."*

## Warm-ups (10-15 minutes)

Agree to Disagree - Divide the room into four corners: agree, somewhat agree, somewhat disagree, and disagree. Make a statement about professions like, "Doctors make too much money. They should be paid less." The students move to the corner that best describes how they feel about the statement. The students in each corner have a few minutes to discuss why they feel that way and then each group presents.

Review: Check homework. Ask, "Who did you tell the story to?"

## Vocabulary (15 minutes)

government worker	quickly	happily
ahead	cheated	

- **government worker**- someone who has a job in the government; they work for the government
- **ahead**- in front of someone or something; *They are in the car ahead of us.*
- **quickly**- to do something fast; *He ran quickly to the store.*
- **cheated**- to deceive someone to help yourself; *The man cheated on his taxes.*
- **happily**- in a pleased way; *She dressed happily for her wedding day.*

## Teaching Tips

- ❖ List all new words from Day 1 and Day 2 (exclude the professions) and cut them into cards or strips and stick them to the board.
- ❖ Students are split into two teams
- ❖ As the teacher reads out the definition of a word, both students run to the board and the first one to find the correct word grabs it and takes it back to their team. Then the next two students repeat the activity followed by the next.
- ❖ The team with the most words at the end of the game wins.

## Pronunciation (5 Minutes)

Careers: As a class, categorize the jobs according to agreed upon qualifications:

i.e. – most difficult, most respected, mental vs. physical, etc.

Have students talk about what jobs they think are the most admirable? Why?

Why are they going into a certain career? Money? Respect? Adventure?

Are there certain jobs that only men are allowed to do? Which ones?

## Story (40-45 minutes)

### *Jesus Changes a Man's Life*

*One day, Jesus was walking in a crowd. A rich government worker wanted to see Jesus, but this worker was a very short man. He could not see over the crowd. He ran ahead of the crowd and climbed a tree beside the road. When Jesus walked by the man, he looked up at him and said his name. "Zacchaeus!" Jesus said, "Come down quickly! I am going to your home today." Zacchaeus quickly climbed down the tree and happily took Jesus to his home. The crowd was not happy. They said, "Jesus is going to a bad man's house." Zacchaeus said to Jesus, "I will give half of my money to the poor. If I cheated someone, I will give back what I took, and more!" Jesus said, "Because Zacchaeus believes me, he has forgiveness and a right relationship with God. I came to find people like Zacchaeus and give them forgiveness and a right relationship with God."*

Read through the story. Hand out the papers and have students take turns reading part of the story.

*Who wanted to see Jesus? How did Jesus know Zacchaeus' name?*

*Why do you think Zacchaeus was so happy?*

*Why did the crowd say Zacchaeus was a bad man?*

*Why do you think Zacchaeus changed? Why did Jesus come?*

Use the pictures to do a puppet show to retell the story. Do a drama with the story. Have students practice saying the dialogue in the story. Retell the story using the popcorn method.

### Variations:

- 1. Memory** Students retell the story by adding on one line at a time.
- 2. Miming** One person narrates. One person is Jesus and one is Zacchaeus. The other students are the crowd.
- 3. Comic book** Have students draw pictures of the story.

*What do you like about this story? What do you not understand? What do we learn about Jesus in this story? What do we learn about people? Who can you tell this story to?*

## Materials

Profession cards, a copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *"Thank you Jesus for loving people like Zacchaeus. Thank you for coming to forgive people who do bad things. In Jesus' name. Amen."*

## Warm-ups (10-15 minutes)

Profession Pictionary - Write out professions on individual slips of paper. Students will take turns selecting a slip and drawing the job. The other students will guess which profession the student is drawing.

Review – Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

adverb	carefully	hard	slowly	strongly
beautifully	fast	softly	loudly	angrily

- adverb- adverbs are words that tell us more about the verb. *John ran fast. (Ran is the verb. How did John run? Fast is the adverb). Many times you can make adverbs by adding -ly to an adjective. See if the students can make any more adverbs.*

## Teaching Tips

- ❖ Create simple sentences and then make them more descriptive by adding an adverb. The girl jumped. How did she jump? She jumped slowly. New sentence: The girl jumped slowly.
- ❖ Follow the Leader
  - Give a direction and model it. All of the students will imitate you.
  - Then, give a new direction and the students will follow.
  - Each direction should include an adverb.
  - For example: Pat your head carefully; sing loudly; stamp your foot angrily; walk slowly; etc.
  - Have a student come up and take your place as the leader.

## Pronunciation (5 Minutes)

Impromptu Speaking on Professions - Write out professions on individual slips of paper. Have students randomly draw a profession. Have students speak as if they were that profession (or talk about that profession) and describe what they do. Students can also talk about how they feel about their job. Do they like it? Is it rewarding?

For fun you can allow the other students to ask them questions. Students have to answer as if they were working in that profession. (This might be too difficult for some students.)

### Story (40-45 minutes)

#### *Jesus Changes a Man's Life*

*One day, Jesus was walking in a crowd. A rich government worker wanted to see Jesus, but this worker was a very short man. He could not see over the crowd. He ran ahead of the crowd and climbed a tree beside the road. When Jesus walked by the man, he looked up at him and said his name. "Zacchaeus!" Jesus said, "Come down quickly! I am going to your home today." Zacchaeus quickly climbed down the tree and happily took Jesus to his home. The crowd was not happy. They said, "Jesus is going to a bad man's house." Zacchaeus said to Jesus, "I will give half of my money to the poor. If I cheated someone, I will give back what I took, and more!" Jesus said, "Because Zacchaeus believes me, he has forgiveness and a right relationship with God. I came to find people like Zacchaeus and give them forgiveness and a right relationship with God."*

Have one of the students volunteer to read the story while the other students read silently.

- 1. Have you ever wanted to do something but couldn't because you were too short, too tall, too skinny, etc.? How did that make you feel?*
- 2. Did Zacchaeus let being short stop him from meeting Jesus? What can we learn from Zacchaeus' life?*
- 3. How do you think Zacchaeus felt when Jesus called him by name? How would you feel? Remember in our last story how Jesus knew everything about the woman at the well? Jesus knew all about Zacchaeus, too. He knows all about you, too.*
- 4. Did Jesus go to Zacchaeus's house after he learned that he was a bad man? Who else was he talking to that other people did not like? Why do you think Jesus talks to outcasts?*
- 5. It says that Jesus came to find people "like Zacchaeus." What do you think that means? Do you think you are like Zacchaeus? Why or why not?*

Have the students turn and tell the story to their partner. Have a volunteer retell the story for the class.

#### **Variations:**

- 1. Interview** Students take turns being Zacchaeus or Jesus while other students interview them.
- 2. Popcorn** You start the story and students can jump in as they remember.
- 3. Pairs** Have students pair up and try to retell the story to each other.

*Can you think of someone who would like this story? Who can you tell this story to?*

## Materials

Sticky notes, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you Jesus that everything was finished when you died on the cross. Thank you for giving your life for us. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Guess my Occupation - Write different occupations on sticky notes. Put one sticky note on the back of each student. Students have to figure out what their occupation is by asking other students “yes” or “no” questions. Students are only able to ask each student one question, which will force them to talk to different students.

Review – Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

religious leaders	falsely accused	horrible	nailed
jealous	arrested	cross	raised up
tomb	followers	hung	

- **religious leaders**- priests and other important men from different religious groups
- **jealous**- feeling bitter and unhappy because of someone’s things or luck;  
*I’m jealous that she got a new car!*
- **tomb**- a cave or place for burying a dead person
- **falsely accused**- to wrongly charge a person with a crime;  
*The boy was falsely accused of stealing.*
- **arrested**- to grab someone and take them to jail; *The police arrested a man for robbing a bank.*
- **horrible**- very bad; unpleasant; *There was a horrible smell when I walked by the trash.*
- **cross**- two pieces of wood that form a t; used to hang criminals for a punishment; place where Jesus died
- **followers**- people that copy or do the same thing as someone else; supporters of a person.  
*Martin Luther King had many followers.*
- **nailed**- past tense; use a metal pin to hang something by hammering it into wood
- **raised up**- past tense; to move something to a higher level; *She raised the sign up above her head.*
- **hung**- past tense; when something is held from above and not supported from below

## Teaching Tips

- ❖ Divide students into groups. One volunteer from each group sits in a chair with their backs to the board. Write a word on the board. The groups must give hints to their volunteers so that their volunteer guesses the word first. The first team to guess correctly gets a point.

## Jesus' Death

### Pronunciation (5 Minutes)

Synonyms - Introduce the idea of words with similar meanings. Write pairs of synonyms on the board. Have students pair up. Student A will make a sentence using one of the words from the board. Student B must restate the sentence using the word's synonym.

chair/seat      little/small      hop/jump      mad/angry      ill/sick      skinny/thin

### Story (40-45 minutes)

#### *Jesus' Death*

*The religious leaders were jealous of Jesus because he had many followers. His followers believed he was the Promised King. The religious leaders falsely accused Jesus and had him arrested and put to death. Jesus' hands and feet were nailed to a cross and the cross was raised up. People said horrible things to Jesus as he hung on the cross. Jesus hung on a cross for many hours, and then he shouted, "It is finished!" After Jesus said this, he died. His body was taken down from the cross and placed in a tomb.*

Read the story. Have a volunteer read the story for the class. Act out the story.

#### **Variations:**

- 1. Memory** Students retell the story by adding on one line at a time.
- 2. Miming** One person narrates. One person will be Jesus. Two other students will be religious leaders. The rest of the class can be Jesus' followers.
- 3. Popcorn** You start the story and students can jump in as they remember.

Discuss the story

*Why were the religious leaders jealous of Jesus?*

*What does it mean that the religious leaders had Jesus arrested and put to death? (It means that they did not do it themselves, but they ordered others to do it. The religious leaders accused Jesus, but then other men arrested Jesus and killed him.)*

*How did people talk to Jesus when he was on the cross?*

*Why did Jesus shout, "It is finished?"? What is finished? Where did they put Jesus' body?*

Review the story together as a class. Ask if they have any questions.

*What do you like about this story? What do you not like about this story?*

*What do you learn about Jesus in this story? Who will you tell this story to?*

## Materials

Synonym cards, a copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *"Many people followed Jesus and his teachings because they were true. Help us to believe and follow your teachings. In Jesus' name. Amen."*

## Warm-ups (10-15 minutes)

Synonyms - Write the words on the board. Have students create sentences using one of the words.

Another student will restate the sentence using the synonym.

street/road	shut/close	large/big	begin/start	neat/tidy
ache/pain	simple/easy	loud/noisy	difficult/hard	present/gift

Review – Check homework. Who did you tell the story to? What did they say?

## Vocabulary (15 minutes)

criminal	deserve	Paradise
innocent	crimes	

- **criminal**- somebody who has done a crime; *The criminal went to jail for stealing a car.*
- **innocent**- not guilty of a crime; someone that has not done anything wrong; *She was not a criminal, because she was innocent.*
- **deserve**- to earn something; *I have worked hard all week, so I deserve a day off.*
- **crimes**- something that is against the law; *It is a crime to murder someone.*
- **Paradise**- heaven; where people who have faith in God go when they die

## Teaching Tips

### Guilty

- ❖ Pretend a crime happened last night, and describe it.
- ❖ Students get into pairs and create detailed alibis for when the crime occurred.
- ❖ Write their short alibi statements on the board.
- ❖ Students write down 3 questions about the other alibis.
- ❖ One student leaves the room, and other students ask the partner questions about the alibi.
- ❖ The other student returns, and the class asks the same questions. Note differences in their responses.
- ❖ Repeat the game with each student pair. The pair with the most discrepancies is "guilty."
- ❖ Short game: A pair creates an alibi, and the class interrogates them to decide innocence or guilt.

## Pronunciation (5 Minutes)

Synonym Memory Game - Make pairs of synonym cards. Write one word on each card. Shuffle the cards and place them face down in rows. Pair students with a partner. Students will turn over two cards, one at a time. If they get a match, then they keep it and go again. If the cards are not a match, then they turn them both back over and it is the other person's turn. Play continues until all of the cards are gone. The person with the most matches wins.

## Story (40-45 minutes)

### *Jesus' Death*

*The religious leaders were jealous because Jesus had many followers. His followers believed he was the Promised King. The religious leaders falsely accused Jesus and had him arrested and put to death. Jesus' hands and feet were nailed to a cross and the cross was raised up. People said horrible things to Jesus as he hung on the cross, but the criminal next to him knew that Jesus was innocent. The criminal said, "I deserve to die for my crimes, but this man has done nothing wrong. Jesus, remember me when you become king." Jesus promised the criminal, "Today you will be with me in paradise." Jesus hung on the cross for many hours, and then he shouted, "It is finished!" After Jesus said this, he died. His body was taken down from the cross and placed in a tomb.*

Read the story. Hand out a copy to each student. Ask one student to read the story to the class.

*Who was next to Jesus? What did he know?*

*Did the criminal think Jesus deserved to die? Why not?*

*What did he ask Jesus? Why did he ask him this? What can Jesus do for us?*

*What did Jesus promise the criminal? Why was Jesus put to death if he was innocent?*

Do a drama with the story. The first time just have the students mime the actions for their character. The second time, have them say the dialogue.

### **Variations:**

- 1. Picture** Tell the story several times as students draw a picture of Jesus on the cross.
- 2. Keywords** Assign keywords to different parts of the story to use as prompts.
- 3. Pairs** Have students pair up and try to retell the story to each other.

Discuss the story.

*What do you like about this story? What do you not understand? What new things did you learn about Jesus in this story? Do you agree with the criminal or the religious leaders? Who can you tell this story to?*



## Materials

Synonym cards, a copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *"Thank you Jesus for dying even though you were innocent. Thank you for taking the punishment for the bad things I do. In Jesus' name. Amen."*

## Warm-ups (10-15 minutes)

Synonym Bingo - Show the students how to make a bingo grid (5x5). Put synonyms on the board that students learned earlier in the week. Have students randomly fill up their card with words from the board. Say aloud synonyms that pair with the words on the board; for example, "little" and "small." When students hear a word that is a synonym to one of the words on their card, they cross the word on their card out. Five in a row wins.

Review - Check homework. Ask, "Who did you tell the story to?"

## Vocabulary (15 minutes)

mistake/error	choose/select	blame/accuse	buy/purchase
observe/notice	concern/worry	funny/amusing	order/command

### Teaching Tips - Synonyms

- ❖ Have one student choose a word and make a sentence. Have the next student restate the sentence using the synonym. Then, say a word and have the students supply the synonym.
- ❖ Go Fish
  - Divide students into groups of four. Give each group a copy of the synonym cards.
  - Students will ask the other people in their group for the match to the synonyms in their hand.
  - For example: A student is holding the word "buy" in his hand. He will ask, "Do you have purchase?"
  - If the student has the card he will give it to the person who asks for it and he will have a pair. Then, he can go again.
  - If he does not have it, then he will say, "Go Fish" and it is the next student's turn.
  - The first person to match all of their cards wins.

## Pronunciation (5 Minutes)

### At the Zoo

by William Makepeace Thackeray

First I saw the white bear, then I saw the black.  
Then I saw the camel with a hump upon his back.  
Then I saw the grey wolf, with mutton in his maw;  
Then I saw the wombat waddle in the straw;  
Then I saw the elephant awaving of his trunk;  
Then I saw the monkeys – mercy, how unpleasantly they smelt!



wombat- a small animal  
from Australia

- **mutton**- sheep meat
- **maw**- animal's mouth (especially a greedy carnivorous animal)
- **waddle**- to walk with short steps causing the body to tilt from one side to the other
- **straw**- the stalks of threshed crops; used for animal food or bedding
- **awaving**- waving; changed to keep the rhythm of the poem

Read through the poem. Then read it again as a class. Talk about any words they do not know or understand. The purpose is to help them read with expression. Demonstrate how to read the poem with the ending as a funny surprise. Then give the students a few minutes to practice reading it aloud.

## Story (40-45 minutes)

### *Jesus' Death*

*The religious leaders were jealous because Jesus had many followers. His followers believed he was the Promised King. The religious leaders falsely accused Jesus and had him arrested and put to death. Jesus' hands and feet were nailed to a cross and the cross was raised up. People said horrible things to Jesus as he hung on the cross, but the criminal next to him knew that Jesus was innocent. The criminal said, "I deserve to die for my crimes, but this man has done nothing wrong. Jesus, remember me when you become king." Jesus promised the criminal, "Today you will be with me in paradise." Jesus hung on the cross for many hours, and then he shouted, "It is finished!" After Jesus said this, he died. His body was taken down from the cross and placed in a tomb.*

Read the story. Have one of the students read the story aloud to the class. Tell the students to turn their papers over and retell the story as a class using the Popcorn method. Have each student say one line of the story and then the next student picks up where they left off. Retell the story until they are able to retell it fluidly. (You might have to help them.)

*Why did Jesus die if He was innocent?*

*How would you feel if you were punished for something you did not do?*

*What does it mean "remember me when you come into your kingdom?"*

*In Jeremiah God said that He would send a new king. Who was that King? Where is his kingdom?*

*How would you feel if someone died so that you could live?*

## Materials

A copy of the homework for each student

## Prayer

Begin class with a prayer like, *“We praise you Jesus because you are more powerful than death. We thank you that you came back to life. We thank you for being the Risen Savior. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Oral Tennis - Write present tense verbs on the board. Divide the class into two teams. One person serves (starts) by saying one of the verbs on the board. The other team has 8 seconds to say the verb in the past tense or they missed the ball. If they get it right, then they keep the ball in play by selecting another word off of the board. Scoring works like tennis.

Variations: You can use this with future tense or synonyms as well, depending on what your students need to review.

Review: Have students present the poem from the homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

followers	resurrected	throne	heaven
alive	plan	clouds	someday

- **followers**- people who believe and obey someone’s teachings; *Gandhi had many followers.*
- **alive**- living, opposite of dead; *I was so happy my dog was still alive after it got hit by a car.*
- **resurrected**- came back to life; rose from the dead
- **plan**- a way to do something that is worked out in advance; *I have a plan for what I will do when I return to America next year.*
- **throne**- a chair where a royal person sits; *The king sat on the throne and the people bowed.*
- **clouds**- white or gray masses in the sky
- **heaven**- the place where God lives
- **someday**- an unknown time in the future, not specific; *Someday I will get married.*

## Teaching Tips

- ❖ Divide the class into two groups.
- ❖ Have students copy the list of vocabulary words (without their definition) into their notebooks.
- ❖ Begin reading a definition and the first person to shout out the correct word gets a point for their team. The team with the most points wins.
- ❖ You could also switch it up and have them write the definitions. Then, you say a word and they have to read the right definition for that word.

## Pronunciation (5 Minutes)

Antonyms: Opposites

alive/dead	up/down	rich/poor	fast/slow
open/closed	cold/hot	wise/foolish	
right/left	tall/short	happy/sad	

Students create a sentence using the words from the board. Another student will restate the sentence using an antonym. Declare it to be opposite day. Have students describe themselves using opposites.

## Story (40-45 minutes)

### *Jesus is Alive*

*After Jesus died, some of his followers went to his tomb. It was open, and Jesus' body was not inside. Two angels came and said, "He is alive!" Jesus came to his followers. He showed them his hands and his feet. He said that he was killed and resurrected because it was God's plan. Then, he went up into the clouds. Now he sits on a throne in heaven. Jesus is the Promised King. Then two angels came and said, "Jesus went to heaven. Someday he will return the same way you saw him go!"*

Read the story. Have one of the students read the story aloud to the class.

*Where did Jesus followers go after he died? What did they find there?  
Who came while they were at the tomb? What did they say?  
Why did Jesus show them his hands and feet?  
Why was Jesus killed and resurrected? What is Jesus doing now? Why?  
Where did Jesus go? Will he ever come back?*

Do a drama with the story. First mime the dialogue and then the second time, have them say their parts.

### **Variations:**

- 1. Memory** Students retell the story by adding on one line at a time.
- 2. Motions** Create hand motions for key parts of the story.
- 3. Popcorn** You start the story and students can jump in as they remember.

Discuss the story.

*What did you like about this story? Is there anything that you do not understand?  
What do we learn about God in this story? What do we learn about people in this story?  
Who can you tell this story to?*

## Materials

Vocabulary cards, spoon puppets, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, “*Thank you Jesus for giving us Good News. Help us to obey and tell everyone that you are alive! In Jesus’ name. Amen.*”

## Warm-ups (10-15 minutes)

Super Powers - Write on the board, 'If I could have a super power, I'd want to be able to (fly).' Have a student ask you 'Why?' Explain your reason(s), for example, 'Because I'd want to be able to help people anywhere in the world.' Have students ask each other the same question in pairs, and encourage them to ask follow-up questions. Have students give feedback about their partners' answers to the whole group.

Review – Check homework. Who did they share the story with?

## Vocabulary (15 minutes)

staring            Good News  
everyone        tried

- **staring**- to look directly at somebody or something for a long time without moving the eyes away; usually because someone is curious or surprised; *She is staring at the baby.*
- **everyone**- every person; *Everyone is going to the market after class.*
- **Good News**- the information that Jesus died, was buried, and rose again; He is the Promised Savior
- **tried**- past tense; to make an effort to do something but not succeed; *I tried to make roti, but they were not round.*

## Teaching Tips

- ❖ Have students create sentences using the vocabulary words.
- ❖ Vocabulary Review: Print the list of vocabulary words for Day 1 and Day 2.
  - Next to each word write M for Mime, S for Speak, or D for Draw.
  - Divide the class into two groups. Show one student from each group the card.
  - The students run back to their groups to draw, mime, or describe the word to try to get their group to guess the correct vocabulary word. The first team to guess the word gets a point.

## Pronunciation (5 Minutes)

Antonyms: Opposites

old/young	noisy/quiet	easy/difficult	soft/hard
night/day	true/false	ugly/beautiful	
good/bad	cheap/expensive	buy/sell	

Antonyms game: Give students a chance to create sentences using the words on the board. Discuss any words they might not know. Play a game with the antonyms from both days. Stand at the front of the class while the students stand in a straight line at the back. When you turn around they take as many steps as they can towards you. When you turn around say a word and they have to give you an antonym. If they are correct they get to stay where they are. If not, they have to go back to the starting line. The first person to touch your arm wins.

## Story (40-45 minutes)

### *Jesus is Alive*

*Three days after Jesus died, some of his followers went to his tomb. It was open, and Jesus' body was not inside. Two angels came to them, and the followers were scared. The angels asked them, "Why are you looking in a tomb for someone who is alive? He isn't here! He came back to life!" Later, Jesus came to his followers. He showed them his hands and his feet. He said that he was killed and resurrected because it was God's plan. He said, "Tell this Good News to everyone." Then, Jesus went up into the clouds. Now he sits on a throne in heaven. Jesus is the Promised King. As the followers tried to see Jesus, two angels came to them. The angels said, "Why are you staring at the sky? Jesus was taken to Heaven. Someday he will return the same way you saw him go!"*

Read the story. Have students read it to themselves, and then ask a volunteer to read the story aloud.

*Why do you think the followers were scared?*

*The angels sound like they expect the followers to know that Jesus wouldn't be there. Why do you think that is?*

*What is the Good News? To whom are they supposed to tell the Good News?*

*Where did Jesus go? Who else lives there? Who is Jesus?*

*Again the angels seem annoyed/bothered that the followers are standing there staring. What were the followers supposed to be doing?*

*Who are the followers? Can you be a follower? How do you become a follower?*

Puppet Drama: Create spoon puppets for the characters. You will need two angels, Jesus (with holes in his hands and feet), an empty tomb, and followers. Cut out the characters and tape them to spoons. Then have volunteers to be each character. Tell the story several times using the puppets until students are able to retell it without the paper.

## Materials

Antonym cards, Have you Heard the Good News A and B, a copy of the homework for each student

## Prayer

Begin class with, *“Thank you that Jesus’ death was all part of God’s plan. Thank you that He came back to life and will come again! Help us to tell others about the Promised One. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

How? - Students will speak for as long as they can (max. 2 min.) on how to do something. Ask them what they know how to do and then have them explain it to the class. If no one volunteers you can ask them specific things. How do you make chai? How do you make roti? How do you....? Give each student a chance to explain how to do something.

Review - Check homework. Who did they share the story with?

## Vocabulary (15 minutes)

forget/remember

hate/love

found/lost

strong/weak

before/after

always/never

first/last

empty/full

arrive/leave

## Teaching Tips

- ❖ Have students create sentences using the antonyms from the board. Challenge students to use both words in one sentence.
- ❖ After giving students time to practice, play Antonym memory with all of the antonyms from the week. Divide students into pairs and have them play memory to review antonyms.
- ❖ Information Gap Activity:  
Print out one copy of “Have you Heard the Good News” for each pair of students. One student will be A and one will be B. Students will practice the conversation on the paper. Then, they will ask their partner questions to fill in the missing information. Once the information is filled in, students can switch roles so that each student can practice both sides of the conversation.

## Pronunciation (5 Minutes)

*Because He Lives* by Bill Gaither

God sent His Son, they called Him, Jesus; He came to love, heal and forgive;  
He lived and died to buy my pardon; An empty grave is there to prove my Savior lives!

Chorus:

Because He lives, I can face tomorrow; Because He lives, all fear is gone;  
Because I know He holds the future, And life is worth the living,  
Just because He lives!

Read through the song together. What does it mean? Explain the meaning of the song. How does it go along with our story this week? After students understand the song, sing it through one time while they listen. Then, sing it again as a class.

## Story (40-45 minutes)

### *Jesus is Alive*

*Three days after Jesus died, some of his followers went to his tomb. It was open, and Jesus' body was not inside. Two angels came to them, and the followers were scared. The angels asked them, "Why are you looking in a tomb for someone who is alive? He isn't here! He came back to life!" Later, Jesus came to his followers. He showed them his hands and his feet. He said that he was killed and resurrected because it was God's plan. He said, "Tell this Good News to everyone." Then, Jesus went up into the clouds. Now he sits on a throne in heaven. Jesus is the Promised King. As the followers tried to see Jesus, two angels came to them. The angels said, "Why are you staring at the sky? Jesus was taken to Heaven. Someday he will return the same way you saw him go!"*

Read through the story. Ask a volunteer to read through the story.

- 1. Imagine that you had followed Jesus for three years and listened to His teaching. How would you feel when He died? How would you feel when you go to His tomb and He is not there? What do you think they thought had happened?*
- 2. Do you think the followers believed the angels? Why or why not?*
- 3. When Jesus came to meet his followers the first thing He did was show them his hands and feet. Why do you think He did that? Would you have believed it was Jesus without seeing His scars?*
- 4. Jesus left them to go to heaven. How do you think His followers felt when they could not see Him anymore?*
- 5. What did the angels tell them to do? Why do you think Jesus left us to tell people about Him?*

Retell the story. Use motions to help them remember. Discuss the story.

*What do you like about this story? What do you not understand? What do you learn about Jesus in this story? What do we learn about people in this story? Who can you tell this story to?*



## Materials

A copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *“Thank you for salvation. We thank you that we can celebrate because we believe in God. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Word Chain

In this word game, the teacher names a category such as: nouns, adjectives, animals, etc. One student begins by saying a word that fits that category, and then the next student has to say a word that starts with the last letter of the previous word. For example: elephant, tiger, rooster, rabbit, etc. You can give a time limit of five seconds. Students are also not able to repeat a word in the same game.

Review – Check homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

jail	celebrated	ran away
prisoners	commitment	himself
jailer	thought	baptized

- **jail**- a place where criminals are kept; *The man went to jail for stealing a car.*
- **prisoners**- people who are in jail; *There were ten prisoners in jail.*
- **jailer**- the guard that watches the prisoners; *The jailer told the prisoners to go to sleep.*
- **celebrated**- (past tense) to have a party and be happy about something; *We celebrated my birthday.*
- **commitment**- to choose be loyal to someone or something; *I made a commitment to marry John.*
- **thought**- past tense of think; *I thought it was going to rain today, but it didn't.*
- **ran away**- escaped, left; *My dog ran away from my house yesterday.*
- **himself**- alone or without help; *The man made breakfast himself.*
- **baptized**- a ceremony performed in water after salvation to show a person’s commitment to God.

## Teaching Tips: Intentions

1. going to- used to talk about plans for the **future**.      *going to + verb*
  - a. I’m *going to work* in a call center next year.
2. going to – used in the **past** to talk about plans for the future that did not work out
  - a. I was going to call you, but I couldn’t find my mobile.
3. Ask students, “What are you going to do next year?” and make plans for the future.
4. Ask students, “Why didn’t you do your homework?” and talk about plans that didn’t work.
5. Create intention sentences using the new words. *I was going to call you, but I thought you were sleeping.*

## A Jailer Believes in Jesus

### Pronunciation (5 Minutes)

Consonant blends: Bl - Practice the consonant blend. Say the words while the students listen, then have them repeat after you. Have students write sentences using the words.

Black blank blender blue blame bleed blink blurry

See how many words they can put in one sentence. *I blame the blue blender for making me bleed. I was blending and blinking, when everything went blurry. My mind was a black blank.*

Tongue Twister: A big black bug bit a big black bear and made the big black bear bleed blood.

### Story (40-45 minutes)

#### *A Jailer Believes in Jesus*

*One day two of Jesus' followers were in jail. The jailer thought that the prisoners ran away, so he was going to kill himself. One of the followers said, "Stop!" The jailer asked, "How can I be saved?" They said, "Believe in Jesus, you and your family will be saved." The jailer and his family were baptized in water to show their commitment to Jesus. They celebrated because they all believed in God.*

Read the story. Hand out a copy to each student. Have one volunteer read the story aloud to the class.

*Where were two of Jesus' followers?*

*What did the jailer think? What was the jailer going to do? What did the jailer ask?*

*What did the jailer want to be saved from? How can a person be saved?*

*What did the jailer and his family do after they were saved? Why were they baptized?*

*Why did they celebrate?*

Do a drama with the story. Have the students say the dialogue. Have a student volunteer to retell the story in their own words. Can anyone else retell the story?

*What did you like about this story? Is there anything that you do not understand?*

*What do we learn about God in this story? What do we learn about people in this story?*

*Who can you tell this story to?*

#### **Variations:**

- 1. Memory** Students retell the story by adding on one line at a time.
- 2. Motions** Create hand motions for key parts of the story.
- 3. Popcorn** You start the story and students can jump in as they remember.

## Materials

A copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *“Thank you that you freed the prisoners. Thank you that you can free us from our bad actions. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Tic-Tac-Toe: Draw a (3x3) tic-tac-toe grid on the board. In each square write a question that will review intentions. *Why didn’t you come to class? What are you going to do tomorrow? What will you do when you are older? Why didn’t you call me yesterday?* Students need to answer the question with a sentence that uses *was going to* or *going to*. The first team to get three in a row wins.

Review: Check homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

lied	chains	government
earthquake	fell off	freed

- **lied**- past tense of lie, to not tell the truth; *I lied to my mom when she asked where I was.*
- **earthquake**- the Earth’s crust shakes which causes the ground to move
- **chains**- metal rings joined to hold prisoners (draw a picture)
- **fell off**- past tense of fall; something or someone completely falls; *The glass fell off the table and broke.*
- **government**- people who make decisions for the country
- **freed**- to let go or release; *The man freed the bird from its cage.*

## Teaching Tips: Past Continuous

Past continuous is used when a longer action in the past was interrupted by a shorter action. The shorter action is usually in the simple past.

1. I was reading when she called.                      What were you doing when she called? I was reading.
2. They were eating when the lights went out.      What were they doing when the lights went out? Eating
3. She was working when the earthquake hit.      What was she doing when the earthquake hit? Working

Ask students what they were doing when an event occurred. Use the new words to create sentences.

Advanced: For advanced students, think of important moments in history. Ask them what they were doing when the event occurred. For example: What were you doing when Mumbai was bombed?

Divide the board into two halves. On one side have the students list past continuous actions. On the other side have students list actions in simple past tense. Have them choose one from each side to create sentences.

## A Jailer Believes in Jesus

### Pronunciation (5 Minutes)

Same Letter, Different Sound: Have students repeat the words after you. Ask students to name other words that have the same sound and write them on the board.

*cake, coat, camel, case,  
cease, citrus, city, celery  
circus, circle, recycle*

### Story (40-45 minutes)

#### *A Jailer Believes in Jesus*

*One day, some people lied about two followers of Jesus. The followers were arrested. While the followers were singing and praying in the jail, there was a big earthquake. All the doors opened, and the chains fell off all the prisoners! The jailer thought that the prisoners ran away, so he was going to kill himself. One of Jesus' followers shouted, "Stop! Don't kill yourself! We are all here!" The jailer asked, "How can I be saved?" They said, "Believe in Jesus, and you and your family will be saved." They told the jailer and his family the Good News about Jesus. The jailer and his family were baptized in water to show their commitment to Jesus. They celebrated because they all believed in God. The next day the government freed the followers.*

Read through the story twice. Hand out a copy of the story to each student.

*Why were the followers arrested? What were the followers doing while in jail?  
What happened? What did the earthquake do? Why did the jailer not kill himself?  
What did the followers tell the jailer? What did the government do?*

Divide the class into two groups. Give each group a few props and tell them to create a skit/drama to retell the story. Give them about 5 or 10 minutes and then have both groups present their skits/dramas.

#### Variations:

1. **Comic book** Have students make a comic book of the story as you tell it.
2. **Character** If students are more advanced, they can pretend to be characters from the story and interview each other.
3. **Puppets** Use puppets (or attach drawings to pencils) for students to retell the story.

Discuss the story

*What did you like about this story? Is there anything that you do not understand?  
What do we learn about God in this story? What do we learn about people in this story?  
Who can you tell this story to?*

## Materials

Past Continuous Pictionary Cards, two envelopes, Team Vocabulary Review cards, copies of the homework

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, *“Thank you that we can pray and sing even if we are in jail. Thank you that you are always with us. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Past Continuous Pictionary- A student will draw a Pictionary card. Each card will have a continuous action that is interrupted by another action in the simple past. For example: The man was fishing when it rained. The student will draw two pictures. One picture will be of a man fishing. The next picture will be of a man fishing in the rain. The other students will guess what the man was doing.

Review- Check homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

Team Vocabulary Review:

Write the vocabulary words from the previous two days on the board. As a class review the definition for each word. Divide the class into two teams. Create two envelopes. Envelope one has two cards. One says, “Define the word” and one says, “Create a sentence using the word.” Envelope two has a vocabulary word written on each card. Students will come up and draw one card from each envelope. If the student can define the word or create a sentence without any help, then they receive two points for their team. If the team helps, then they will receive one point. If the team does not know, then after a minute the other team is allowed to steal for one point. The team with the most points wins.

## Teaching Tips: Specific Time as an Interruption

Events in the simple past can interrupt a continuous action. A specific time can also interrupt an action.

1. At 8 PM, I was eating dinner.
2. At midnight, I was watching a movie.
3. Yesterday at this time, I was sitting in class.

What were you doing at 10 AM?

At 10 AM, I was working.

What were you doing Friday at this time?

Friday at this time, I was talking with my friend.

Pair students with a partner and have them ask each other what they were doing at specific times of the day. Challenge them to create sentences using the vocabulary words from this week.

**\*Notice there are two options for next week. You can teach a regular three-day week (lesson 13), or you can use the alternative lesson (lesson 14) on the first day, do a final exam on the second day, and have a graduation ceremony on the third day. If you have time, you can do both weeks 13 and 14.**

## A Jailer Believes in Jesus

### Pronunciation (5 Minutes)

#### Describing People

- Brainstorm a list of adjectives that students already know to describe people. (*Tall, pretty, etc.*)
- Write a family member on the board. Have students tell a partner about that family member.

*I have a sister. Her name is Rita. She is 12 years old. She is tall. She likes to dance, etc.*

- After 1 minute, the other person will talk about his/her family member.
- Have students switch partners, and then write another family member on the board.
- Ask students questions about their partner's family member to see how well they were listening.

*What is Johnny's sister's name? How old is she?*

Bring a picture of your family and describe your family while the students listen.

### Story (40-45 minutes)

#### A Jailer Believes in Jesus

*One day, some people lied about two followers of Jesus. The followers were arrested. While the followers were singing and praying in the jail, there was a big earthquake. All the doors opened, and the chains fell off all the prisoners! The jailer thought that the prisoners ran away, so he was going to kill himself. One of Jesus' followers shouted, "Stop! Don't kill yourself! We are all here!" The jailer asked, "How can I be saved?" They said, "Believe in Jesus, and you and your family will be saved." They told the jailer and his family the Good News about Jesus. The jailer and his family were baptized in water to show their commitment to Jesus. They celebrated because they all believed in God. The next day the government freed the followers.*

Read the story twice while the students listen.

Sentence Strips: Cut the story into strips. (One set for each group) Mix up the strips and hand one set to each group. (Try to put higher students with slightly lower students so they can help each other) Students will work together to put the strips in order to retell the story. Do not let them use their papers. This should encourage students to talk (in English) and retell the story to put the strips in order. You can make it a competition to see which group can finish the fastest with the story in the correct order.

#### Variations:

- 1. Comic Book** Have students create comic book strips as you retell the story
- 2. Pairs** Have students pair up and try to retell the story to each other.
- 3. Interview** Students take turns being the Jailer or a follower while other students interview them.

Discuss the story.

*What did you like about this story? Is there anything that you do not understand?*

*What do we learn about God in this story? What do we learn about people in this story?*

*Who can you tell this story to?*

## Materials

Vocabulary cards, a copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *“Thank you that Philip shared the good news about Jesus. Give us boldness to share the good news with our family and friends. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

5x5 Game - Choose a five-letter word. Reveal one letter, while drawing a dot for the others. (for example, “.e...” for heart). Students choose a five-letter word (eg. ‘fears’). Circle the letters that appear in your word too, and put a square around the letters that are at the right place (e, a and r in the example). The goal is to get the word in five tries.

Review – Check homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

desert	replied	like	explained
foreigner	met	written by	named

- **desert**- a dry area, where it is very hot and full of sand with little or no plants; *The Sahara Desert is the largest desert in the world.*
- **foreigner**- somebody from another country; *I am a foreigner in this country, because I am from America.*
- **explained**- (past tense) to clearly give details about something so that someone else can understand; *The teacher explained how to do the homework.*
- **replied**- (past tense) to say something to respond to what somebody else has said; *“I am seven years old,” the girl replied.*
- **met**- (past tense) to see someone for the first time; *I met a woman at the market today.*
- **named**- a name by which someone is known; *My Indian family named me Asha because Stacey was too difficult to say.*
- **like**- similar to; *I have a scarf like that, except mine is purple.*
- **written by**- tells who wrote the book or article (in the past)

## Teaching Tips

- ❖ Repeat each word at least 5 times. After explaining the meaning of the words, ask students to create sentences using the new words. Give students a starter if they cannot create a sentence.
  - For example: *Yesterday I met \_\_\_\_\_ at school.*
  - *Today the teacher explained \_\_\_\_\_ in Science.*
- ❖ Line up vocabulary picture cards. A player stands at each end. Say, "GO!" and they'll try to name all the words. If they say the wrong word, they have to start over. When the players meet, play Rock-Scissors-Paper. The winner goes on; the loser is replaced by the next player who starts from the beginning. The winning team is the person who gets to the other end by naming the last word.

## Pronunciation (5 Minutes)

Prefixes- When you put this at the beginning of a word it changes the meaning. A prefix cannot be used by itself. Prefixes are added to root words. A root word is a word that can be used by itself, but you can add a prefix to change the meaning.

Prefix + root word = word

un + hurt = unhurt (unhurt means not hurt)

re + play = replay (replay means play again)

un- not, against, opposite

dis- not, exclude

non- not

re-again

Write the prefixes on the board. Explain the meaning of each prefix. Have students brainstorm words that might use these prefixes. Write the words on the board and have the students try to figure out the meaning of the words using the prefixes. Have students use the word in sentences.

Examples of words:

replay, resend, replace

unclear, unsure, unimportant, unhappy, uncooked

disrespect, disobey, disappear

nonfat, nonprofit, nonsense

## Story (40-45 minutes)

### *A Foreigner Believes in Jesus*

*After Jesus went to Heaven, his followers went everywhere telling people the good news about Jesus. One follower was named Philip. One day an angel told Philip, "Go to the road in the desert." Philip went and met a foreigner. The foreigner was reading a book written by a spokesperson like Jeremiah. The foreigner asked, "Who is this spokesperson talking about?" Philip explained that the spokesperson was talking about Jesus. Philip told the foreigner the good news about Jesus. The foreigner said, "I believe Jesus is the Son of God!"*

Read the story twice. Hand out a copy of the story to each student. Have one student volunteer to read the story aloud to the class.

*Who did Philip meet in the desert? What was the foreigner doing?*

*What did Philip tell the foreigner? What does the foreigner believe?*

*Why did Philip go to the desert?*

Do a drama with the story. Have the students say the dialogue. Have a student volunteer to retell the story in their own words. Can anyone else retell the story?

*What did you like about this story? Is there anything that you do not understand?*

*What do we learn about God in this story? What do we learn about people in this story?*

*Who can you tell this story to?*



## Materials

Prefixes and Root Word Cards, props for drama, a copy of the homework for each student

## Prayer

Begin class with a simple prayer like the following, *“Thank you that Philip obeyed the Spirit and told the foreigner about Jesus. Thank you that the good news is for everyone. In Jesus’ name. Amen.”*

## Warm-ups (10-15 minutes)

Prefixes: Create a list of words that your students are familiar with that contain a prefix. Divide the words into prefixes and stems. Write the prefix on one card and the stem on the other. Challenge the students to make matches and be able to define the words created.

Review: Check homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

next to            heard            some  
baptized        Son of God

- **next to**- beside someone or something; *I am sitting next to the desk.*
- **baptized**- a water initiation to show that a person has turned from their sins and turned to God; *I was baptized after I decided to follow only Jesus.*
- **heard**- past tense of to hear; *I heard someone knocking on the door.*
- **Son of God**- God’s only Son; it means that he believed that Jesus was God, which many of the people denied. They thought that Jesus was just a good man.
- **some**- a little, but the amount is not clear; *I bought some toffees at the market.*

## Teaching Tips

- ❖ Write the words you want your students to learn on the board. Ask students to repeat them at least 5 times each.
- ❖ Wipe each word off the board with a separate piece of paper. Crumple each piece of paper into a ball and put it on your desk. After you clean the board each time, put the ball of paper next to the last one, so you have a line. Point to each ball and ask the students which word it represents. Do this every time you add a ball.
- ❖ When you have finished, point to the first one again and ask which word it represents, for example 'estimate.' Ask students what it means, then open the paper to reveal, as if by magic, the meaning: 'guess'! Do the same with all of the balls of paper. Of course, you prepared the papers before the lesson! Number the words and papers to make sure you get the right ones!
- ❖ Then you can crumple a paper back into a ball and say the word and then throw it to a student. They have to say the definition. If they forget they can simply open the ball and read the definition. Then, they say the word and throw it to another student. Do this for each word.

### Pronunciation (5 Minutes)

**Adjectives** - Adjectives answer the questions, “Which one?”, “What kind?”, and “How many?”

The **yellow** house. Yellow is an adjective that answers which one.

The **brick** house. Brick is an adjective that answers what kind.

There are **three** houses. Three is an adjective that answers how many.

**Questions:** The followers told the **good** news about Jesus. Write this sentence on the board and have the students find the adjective. Then ask them which question this adjective answers. **What kind?** The **large** room is empty. What is the adjective? What question does it answer? **Which one?** I have **three** chocolates. **How many?** Write more sentences on the board and have the students come up one at a time to underline the adjective and then write which question it answers. Then, have students create their own sentences and have the other students find the adjective and guess which question it answers. You may need to write a list of adjectives on the board for them to choose from.

**Examples:** one, two, several, many, all, none, good, best, bad, worst, awful, fantastic, happy, sad, excited, scared, loud, soft, silent, screaming, sweet, sour, bitter, tasty, hard, soft, scratchy, heavy, big, small, light, fast, slow, hot, cold, old, young, short, long, far, round, square, flat, full, empty, wet, dirty, light, dark, pink, red, orange, black, glass, cotton, wool, concrete, etc.

### Story (40-45 minutes)

#### *A Foreigner Believes in Jesus*

After Jesus went to Heaven, his followers went everywhere telling people the good news about Jesus. One follower was named Philip. One day an angel told Philip, “Go to the road in the desert.” Philip went and met a foreigner. The foreigner was reading a book written by a spokesperson like Jeremiah. God’s Spirit told Philip, “Walk next to the man.” Philip ran to the man and heard him reading. The foreigner asked, “Who is this spokesperson talking about?” Philip explained that the spokesperson was talking about Jesus. Philip told the foreigner the good news about Jesus. The foreigner saw some water and asked, “Can I be baptized?” Philip said, “You can be baptized if you really believe.” The foreigner replied, “I believe that Jesus is the Son of God!” Then, the foreigner went into the water to show that he turned from his bad things and turned to God for forgiveness.

Read through the story twice. Ask a volunteer to read it aloud to the class.

*What was the foreigner reading? Who is the book about?*

*What is baptism? Why did Philip want to be baptized?*

*What does Philip mean when he says, “You can if you really believe?” What is the foreigner supposed to believe?*

Divide the class into two groups. Give each group a few props and tell them to create a skit/drama to retell the story. Give them about 5 or 10 minutes and then have both groups present their skits/dramas.

Discuss the story

*What did you like about this story? Is there anything that you do not understand?*

*What do we learn about God in this story? What do we learn about people in this story?*

*Who can you tell this story to?*

## Materials

20 Questions Cards, a copy of the homework for each student

## Prayer

Begin class with a simple, easy-to-understand prayer like the following, “*Thank you that Jesus is the Son of God. Help us to believe and have faith like the foreigner did. In Jesus’ name. Amen.*”

## Warm-ups (10-15 minutes)

20 Questions - Pair students with a partner. Prepare cards with one simple noun on each card. (tree, knife, etc.) One student will pick a card out of a hat. They will not show it to the other student. Then, the other student is allowed to ask 20 questions using adjectives to try to figure out what the object is. The person with the card is only allowed to answer with “Yes” or “No.” For example: Is it large? No. Is it green? Yes. (If this is too difficult for some students, you can modify the rules so that the person with the card can give small details. For example: Is it green? No, it is pink.)

Review: Check homework. Ask, “Who did you tell the story to?”

## Vocabulary (15 minutes)

confident	artistic	content
trustworthy	curious	adventurous
outgoing	athletic	

- **confident**- certain of his talents/abilities; *I was confident that I would make the team, because I am a good cricket player.*
- **trustworthy**- reliable, they are able to be trusted; *My friend did not tell anyone my secret, so I knew that she was trustworthy.*
- **outgoing**- a person that is confident and friendly in social situations, they enjoy meeting new people; *My friend is so outgoing that she knows everyone in our neighborhood!*
- **artistic**- a person that is good at art; *My friend painted this picture for me. She is so artistic!*
- **curious**- a person who really wants to know something or get information; *I’m curious to know how they made the Taj Mahal.*
- **athletic**- a person who is good at sports; *My cousin is so athletic he can play any sport.*
- **content**- to be happy with things the way they are; *My mom is content with her small house.*
- **adventurous**- a person who is willing to take risks or who does exciting activities; *My friend is trekking in the Himalayas. She is very adventurous.*

### Teaching Tips:

- ❖ Give the students different scenarios. Talk about how a person acts in those scenarios and see if they are able to tell you which word describes that person. For example: *You are at a party. There are many people and you do not know any of them. That doesn’t bother you. You introduce yourself to people, start talking to them and become friends. By the end of the evening you have met many people and have made a new friend. What word describes you? (outgoing)*

## A Foreigner Believes in Jesus

### Pronunciation (5 Minutes)

**Say:** When I first came to this country as a foreigner I was lonely. I did not have very many friends. I wanted to make some friends that I could hang out with. I was looking for a best friend that I could talk to and we could have fun together.

How do you choose your friends? What makes a good friend?

**Write:** the list of adjectives on the board and ask students to make a chart on their paper with two columns, one that says, "Good Friend" and one that says, "Bad Friend." Then, have the students put the words in one category or the other.

**Words:** confident, handsome or beautiful, trustworthy, outgoing, shy, intelligent, fun, rich, artistic, curious, athletic, travels a lot, creative, speaks English well, similar interests, different interests, same social status (caste), different social status (caste), loves to tell stories, adventurous, content

Pair students with a partner and have them explain why they put the words in one category or the other. Switch and have the other person explain their choices. Discuss a few as a class.

### Story (40-45 minutes)

#### *A Foreigner Believes in Jesus*

*After Jesus went to Heaven, his followers went everywhere telling people the good news about Jesus. One follower was named Philip. One day an angel told Philip, "Go to the road in the desert." Philip went and met a foreigner. The foreigner was reading a book written by a spokesperson like Jeremiah. God's Spirit told Philip, "Walk next to the man." Philip ran to the man and heard him reading. The foreigner asked, "Who is this spokesperson talking about?" Philip explained that the spokesperson was talking about Jesus. Philip told the foreigner the good news about Jesus. The foreigner saw some water and asked, "Can I be baptized?" Philip said, "You can be baptized if you really believe." The foreigner replied, "I believe that Jesus is the Son of God!" Then, the foreigner went into the water to show that he turned from his bad things and turned to God for forgiveness.*

Read the story twice. Do not hand out a copy of the story.

**Sentence Strips:** Cut the story into strips. (One set for each group) Mix up the strips and hand one set to each group. (Try to put higher students with slightly lower students so they can help each other) Students will work together to put the strips in order to retell the story. Do not let them use their papers. This should encourage students to talk (in English) and retell the story to put the strips in order. You can make it a competition to see which group can finish the fastest with the story in the correct order.

#### **Variations:**

- 1. Comic Book** Have students create comic book strips as you retell the story
- 2. Pairs** Have students pair up and try to retell the story to each other. One can be Philip and one can be the foreigner
- 3. Interview** Students take turns being Philip or the foreigner while other students interview them.

Discuss the story.

*What did you like about this story? Is there anything that you do not understand?*

*What do we learn about God in this story? What do we learn about people in this story?*

*Who can you tell this story to?*

### Materials

Vocabulary cards, a copy of the story for each student

### Prayer

Begin class with a simple, easy-to-understand prayer like the following, *"Thank you God for your promise to send a Savior. Thank you for sending Jesus to forgive us. In Jesus' name. Amen."*

### Warm-ups (10-15 minutes)

Review conversational questions - *What did you do this weekend? How are you feeling?*

*Can you tell me about your family? What do you do? Can you tell me how to get to the market?*

### Vocabulary (15 minutes)

Around the World - Write one vocabulary word on each piece of paper. Have two students stand up at the same time. Say the word and whichever student gives the definition first stays standing. The other student sits down and the next student stands up to go against the first student. Play continues until all of the words have been used. The person standing is the winner.

### Pronunciation (5 Minutes)

Review past tense. Give students the verbs in the present tense and have them change them to the past tense. Students should create a sentence using the verb in the past tense.

create	tell	take	hide	choose	change
breathe	walk	promise	want	punish	hang
come	go	eat	send	give	say

- Review future tense. Give the verb in present tense and have them change it to future tense.
- What is an adverb? Give me an example.
- What is an adjective? Give me an example.

## Story (40-45 minutes)

*God created the first people to be similar to himself, and He walked and talked with them. One day the people disobeyed God, and God stopped walking and talking with them. When there were many people in the world, God chose David to be king. God promised David, "Your family's kingdom will continue forever." The people still did not obey God, so He took their kingdom away, but God promised, "I will choose a new king from King David's family, and He will save you and I will forgive you." Many years later, Mary became pregnant, but she had never slept with a man. Her fiancée Joseph came from King David's family. An angel said, "The child is from God. He will save people from the punishment of the bad things they do." Mary had a son, and they named him Jesus. Many people believed that Jesus was the Promised King. Jesus loved everyone, forgave people, and promised to give eternal life. He changed people's lives and gave them a right relationship with God. After Jesus died, God gave him life again! Now He sits on a throne in Heaven. Jesus is the Promised King!*

Read through the story. Hand each student a copy and then have a volunteer read the story.

*Why did God send a new king? Who is the Promised King? Where is Jesus now?*

*How can we have a right relationship with God? Do you have a right relationship with God?*

*What do you like about this story? What do you not understand?*

*What do you learn about God? What do you learn about people? Who will you tell this story to?*

## Appendix A | Scriptural Anchors

## God Created Everything

Genesis 1-2

### Simple

#### **Genesis 1:1**

*God created everything.*

#### **Genesis 1:3, 4**

*He spoke and created light. He spoke and created day and night.*

#### **Genesis 1:6-8**

*He spoke and created water and sky.*

#### **Genesis 1:9-13**

*He spoke and created land and plants.*

#### **Genesis 1:14-19**

*He spoke and created the sun, moon, and stars.*

#### **Genesis 1: 20-25**

*He spoke and created animals in the sky, animals in the water, and animals on the land.*

#### **Genesis 1:27**

*Then, He created one man and one woman.*

### Extended

#### **Genesis 1:1**

*Only God was in the beginning. God created everything.*

#### **Genesis 2:2**

*He worked for six days.*

#### **Genesis 1:3, 4**

*He spoke and created light. He spoke and created day and night.*

#### **Genesis 1:6-8**

*He spoke and created water and sky.*

#### **Genesis 1:9-13**

*He spoke and created land and plants.*

#### **Genesis 1:14-19**

*He spoke and created the sun, moon, and stars.*

#### **Genesis 1: 20-25**

*He spoke and created animals in the sky, animals in the water, and animals on the land.*

#### **Genesis 1:27**

*Then, he created one man and one woman.*

#### **Genesis 1:31a**

*God looked at everything. Everything was good.*

#### **Genesis 2:1-3**

*After six days, God finished his work and stopped. Now day 7 is a special day for God.*



### *Words/ Phrases to Consider in Discussion*

**Created** – Avoid substituting “made” for “created.” “To make” is an irregular verb and can be very confusing for students in an introductory class.

**Blessed** - Someone or something is ‘blessed’ when God does something favorable for him

### *Story Crafting*

**Blessed** - To make Genesis 2:3 easier for an ESL class, the seventh day is described as “blessed” and “a special day for God,” rather than being called holy.

**Stopped working** - English learners sometimes confuse “to rest” with “to sleep.” To avoid confusion about the meaning of “God rested,” “stopped working” is used instead.

For the sake of simplicity, the days on which these events occurred are not included.

### *Worldview*

Some people want to make the actual day of the week God rested to justify the day their particular religion uses. If it is possible, try to avoid identifying the ‘seventh day’ with a particular day of the week.

### *T4T Principles*

#### **Character and nature of God**

God is Creator

#### **Church**

God sets aside a ‘special day,’ holy and blessed, dedicated to Him; lays the foundation for church

## God Created People

Genesis 2

### Simple

#### **Genesis 1:27**

*God created people to be similar to himself.*

#### **Genesis 2:7**

*God created a man from the dirt.*

#### **Genesis 2:8-9**

*He put the man in a garden of fruit trees.*

#### **Genesis 2:9, 16-17**

*There was one special tree in the garden.  
God said, "Do not eat this fruit."*

#### **Genesis 2:18, 21-22**

*God created a woman to help the man in the garden.*

### Extended

#### **Genesis 1:27**

*God created people to be similar to himself.*

#### **Genesis 2:7**

*He created a man from the dirt and breathed into him and the man came to life.*

#### **Genesis 2:8-9, 15**

*God put the man in a garden of fruit trees.  
God put one special tree in the garden.  
The tree gave an understanding of good and evil.*

#### **Genesis 2:16-17**

*God told the man, "Do not eat this fruit, or you will die."*

#### **Genesis 2:15, 18, 21-22; 1:28**

*God created a woman to help the man take care of the garden. God told them to have many children and to take care of all the animals.*

### *Words/ Phrases to Consider in Discussion*

**‘people’** Referring to humanity by using the word ‘man’ is a very hard concept for beginning English learners. Instead refer to humanity as ‘people’ or ‘the man and the woman’.

### *Story Crafting*

The story has been shortened and specifics of where the tree was located, how God created woman, where the garden was located, and that man and woman were naked were left out because it is too lengthy for the purpose of teaching simple English.

The story is taken from chapter two of Genesis.

### **‘similar to himself’**

This wording is taken from TEV (Today’s English Version): ‘They will be like [God] and resemble [God].’ This was the simplest way of explaining how God patterned man after himself. This doesn’t necessarily mean that man looks like God.

### *Worldview*

The nakedness of the first man and woman may be a sensitive subject in some cultures. Because this is an ESL set and the subject may be too complicated to explain in this setting, we have chosen to leave out the fact that they were naked.

### *T4T Principles*

#### **Character and Nature of God**

God is our creator.

God is relational.

## The People Disobey God

Genesis 3

### Simple

#### **Genesis 2:16; 3:8**

*When the man and woman were in the garden, they walked and talked with God.*

#### **Genesis 3:1**

*There was a snake in the garden.*

#### **Genesis 3:3**

*The woman said to the snake, "If we eat fruit from the tree of understanding of good and evil, we will die."*

#### **Genesis 3:4**

*The snake said, "You will not die."*

#### **Genesis 3:6, 8**

*The man and woman ate the fruit and hid from God.*

#### **Genesis 3:9, 11, 19**

*God said, "Where are you? Did you eat the fruit? You will die."*

#### **Genesis 3:23**

*God took the man and woman out of the garden. Now they could not walk and talk with God.*

### Extended

#### **Genesis 2:16; 3:8**

*When the man and woman were in the garden, they walked and talked with God.*

#### **Genesis 3:1**

*There was a snake in the garden. Satan entered into the snake.*

#### **Genesis 3:1**

*The snake asked about what God said. "You can't eat any of the fruit?"*

#### **Genesis 3:2-3**

*The woman said, "No. There is only one tree we can't eat from. If we eat fruit from the tree of understanding of good and evil, we will die."*

#### **Genesis 3:4-5**

*The snake said, "You will not die. God knows you will be like Him and know about good and evil."*

#### **Genesis 3:6-8**

*The woman saw the fruit, and it looked good. The man and the woman ate the fruit, felt ashamed, and hid from God.*

#### **Genesis 3:9, 11, 19**

*God said, "Where are you? Did you eat the fruit? You will die."*

#### **Genesis 3:23**

*God took the man and woman out of the garden. Now they could not walk and talk with God.*

### *Words/ Phrases to Consider in Discussion*

**Sin** – Some cultures have a different understanding of sin, so avoid using this word directly. Instead, use simple words that describe sin and its effects, such as disobey, punishment, separation.

**Tree of understanding of good and evil** - This can be called the “tree in the middle of the garden” if it is confusing to your audience or if God is seen as being cruel for denying people access to understanding.

### *Story Crafting*

**“Tree of understanding of good and evil”** - To facilitate a discussion of whether understanding is more important than a relationship with God, this term is used for “the tree in the middle of the garden.” This is how God identifies the tree in Genesis 2:17.

**“You will die”** - The punishments are simplified for the sake of ESL. The focus of this lesson is that sin causes separation from God, so the only necessary punishments to discuss in this class is death, removal from the garden, and losing access to God.

**“Satan entered into the snake”** – Other verses of Scripture, such as Rev 12:9, 20:2, 2 Cor. 11:3, reveal that the snake is Satan, and this may be an essential piece of information for your people group (See Worldview).

### *Worldview*

**Nakedness** – Information regarding the people’s nakedness is left out because it is inappropriate to discuss this in some cultures.

**Snakes** – Some people worship snakes, so it is important to clarify that this snake is evil. Western cultures may find it difficult to believe that a snake could talk, so it is important to clarify that it is Satan speaking.

### *T4T Principles*

#### **Character and Nature of God**

All-knowing; separated from evil and sin; opposes sin and evil; just; one who punishes sin or disobedience; relational

#### **Devotional**

Foundation of devotion is laid by people walking and talking with God; and God walking and talking with people

#### **Prayer**

God communicates with people; people and God are walking and talking with each other

## David Becomes King

1 Samuel 16; 2 Samuel 7:16

### Simple

#### **1 Samuel 8:5-8**

*The man and woman had children, and they had children. They wanted a king.*

#### **1 Samuel 16:1, 4**

*God told his spokesperson, Samuel, “I chose a man to be king. Find his father.”*

#### **1 Samuel 16:6-10**

*Samuel thought, “The oldest son will be king.” God said, “No! I look at a person’s thoughts and heart.”*

#### **1 Samuel 16:12-13**

*God chose the youngest son, David, to be king. Samuel blessed David.*

#### **2 Samuel 7:10-13**

*God promised David, “Your family’s kingdom will continue forever.”*

### Extended

#### **1 Samuel 8:5-8**

*The man and woman had many children, and their children had children. Many years later, they wanted a king.*

#### **1 Samuel 16:1, 4**

*God told his spokesperson, Samuel, “I chose a man to be king. Go to the city named Bethlehem, and find his father.” Samuel went to meet the man and his sons.*

#### **1 Samuel 16:6-10**

*Samuel thought, “The oldest son will be king.” God said, “No! People look at the outside, but I look at a person’s thoughts and heart.” The man showed seven of his sons to Samuel, but God did not choose any of them.*

#### **1 Samuel 16:12-13**

*The youngest son, David, came to meet Samuel, and God said, “This is the man I choose.” Samuel blessed David.*

#### **2 Samuel 7:10-13**

*When David became king, God promised David, “Your family’s kingdom will continue forever.”*

### Words/Phrases to Consider

**Spokesperson**

This word was chosen rather than ‘prophet’ because it is a simple word which conveys the meaning that the person is bringing a message. Sometimes ‘prophet’ conveys the meaning of ‘fortune-teller.’

### **blessed**

Refer to *God Created Everything* for the meaning of this word.

**Family** is used instead of ‘descendants’ because it is a simpler term to convey the idea of generations.

### *Story Crafting*

To shorten the story for learning purposes, it is not mentioned that Samuel went to offer a sacrifice. For the same purpose, Samuel’s fear of Saul, David’s taking care of the sheep, and Samuel’s sending for David are not mentioned. Jesse’s name and the sons’ names are not critical, so they are not included. Too many names make a story difficult to remember.

Samuel’s anointing of David is shortened to ‘*blessed*’ because going into detail about the anointing is not necessary to the learners understanding of the story. God’s promise to David through the prophet Nathan (2 Samuel 7) is mentioned to point the learner to the Davidic

line and is fulfilled when Christ’s kingship is discussed in the birth story.

### *Worldview*

This story set focuses on outcasts. David being chosen by God but also being the youngest son is important to show that God chose David for his thoughts and intentions and not for the order of his birth. In many cultures (including David’s culture) the oldest son is the child that is most honored.

### *T4T Principles*

#### **Character and Nature of God**

God talks to people; knows the thoughts and intentions of people; makes decisions differently than man; calls out individuals for his purposes; his love is unfailing; God keeps his promises

#### **Church**

Idea of God’s eternal kingdom

#### **Assurance of Salvation**

God’s kingdom is eternal

#### **Devotional Life**

Walking and talking with God

## A Promise

Jeremiah 25, 30, 31

### Simple

#### **Jeremiah 25:4-11**

*Many years after King David died, his kingdom did not listen to God. God said, "I will punish you and take your kingdom away."*

#### **Jeremiah 31:17, 15; 30:9**

*God told his spokesperson, "One day many children will die, but I will choose a new king from King David's family."*

#### **Jeremiah 30:9-11**

*"When the New King comes, He will save you."*

#### **Jeremiah 31:34**

*God promised them, "I will forgive you and forget the bad things you did."*

### Extended

#### **Jeremiah 25:4-11**

*Many years after King David died, his kingdom did not listen to God.*

#### **Jeremiah 25:7-11**

*God said, "I will punish you and take your kingdom away."*

#### **Jeremiah 31:26**

*Then, God gave his spokesperson, Jeremiah, a dream.*

#### **Jeremiah 31: 17, 15**

*In the dream, God said, "One day women in Bethlehem will weep because their children are dead, but there is hope for your future."*

#### **Jeremiah 30:9; 31:34**

*I will give you back your kingdom, and choose a new king from King David's family, and when the Promised King comes He will save you.*

#### **Jeremiah 30:17, 9-11**

*The people were outcasts and no one cared about them, but God said, "I love you..."*

#### **Jeremiah 31:31; 34, 37**

*"and when the Promised King comes everyone will know me, and I will forgive you and forget the bad things you did."*



**Words/ Phrases to Consider in Discussion**

**Sin** – Refer to *The People Disobey God* for definition.

**Story Crafting**

Verses are rearranged for ease of storytelling. Jeremiah 31: 31,34 and 37; commentaries agree that this passage in Jeremiah refers to the New Covenant of Jesus' work on the cross to regenerate us and bring us into the family of God.

For the sake of simple English, this story focuses on the death of many children in Bethlehem (fulfilled in Herod's story) and God's promised love and forgiveness (fulfilled in Jesus' Death).

**He would choose a new king for them from King David's family** - Israel's 'new' king from David's family will not be the king they are expecting. The next king from David's lineage will be Christ.

**in Bethlehem & women** - Ramah is referred to as Bethlehem for inter-story continuity because it becomes Bethlehem. "Rachel" is figurative speech for women. This prophecy has two fulfillments; the second is seen in Matthew. "Jacob had buried Rachel at the place that people later called 'Bethlehem' (Genesis 35:19). So these children whom Herod had killed were like her children too, because they were part of the nation of Israel...So Rachel's crying was also like the people of Israel crying for the children of Bethlehem who were gone. When Herod's soldiers killed the baby boys in Bethlehem, this part of the prophecy came true." *Translator's Handbook*" (UBS).

**bad things**

This is used instead of 'sin' because some cultures have a different understanding of what sin is.

**promise**

This word is used instead of 'covenant' for simplicity.

**Worldview**

**Dreams** – Many Eastern cultures attribute religious significance to dreams.

**Death**-when discussing death be sensitive to the culture's perceptions of death and grieving. Be prepared for a discussion about deaths of the innocent. Some students might be shocked.

**T4T Principles**

**Prayer** - God and Jeremiah communicate directly

**Devotional Life** -Everyone can know God and receive forgiveness

**Character of God** -God punishes disobedience; He reveals himself; He uses his spokesmen; He promises a Savior; Restores relationship; Forgives; Provides hope, A means of salvation and peace; Takes away sin; He's relational; He's faithful to his promise; He's loving

**Assurance of Salvation** -God has a plan for us to be saved from our sins and experience a relationship with him through the promised Savior. God will make a way for them to receive forgiveness in the future. Everyone can have salvation.

## God's People Become Prisoners

Jeremiah 25, Lamentations 1, 3, 4, Psalm 137, Ezra 1

### Simple

***Jeremiah 25:7-11; Lamentations 4:12, 13***

*The people did not listen to God, so God took their kingdom away from them.*

***Lamentations 1:5,6, 10-16***

*Foreigners came and took the people far away.*

***Psalm 137***

*The people were sad*

***Lamentations 1:7-9, 11; 3:61-63***

*and they were outcasts.*

***Jeremiah 25:12-14; Ezra 1:1-4***

*Seventy years later, they returned to their kingdom.*

### Extended

***Jeremiah 25:7-11; Lamentations 4:12, 13***

*The people did not listen to God, so God took their kingdom away from them.*

***Lamentations 1:6, 10-16***

*Foreigners came and destroyed their capital.*

***Lamentations 1:5***

*The foreigners took the people far away to be prisoners.*

***Psalm 137***

*The people were sad, and they missed their country.*

***Lamentations 1:7-9, 11; 3:61-63***

*In the foreigners' country, the people were laughed at because they were outcasts.*

***Jeremiah 25:12-14; 50:35-46; 51:6-1; Ezra 1:1-4***

*Seventy years later, God destroyed the foreigners' kingdom and the people returned to their country.*

**Words/ Phrases to Consider in Discussion**

Country/Kingdom – Make sure not to confuse students by substituting the word “land” in discussions. Students have already learned a different definition of “land” in the Creation story.

**Story Crafting**

Verses are rearranged for ease of storytelling. For the sake of simple English, this story focuses on the fulfillment of God’s promise to punish them and take their kingdom away.

**The people did not listen to God**

Ignoring what God’s spokespersons had told them, the people built idols. God gave many warnings through multiple prophets that He would not harm the Israelites if they would stop worshiping idols.

**foreigners took the people far away**

The kingdom of Babylon under the rule of King Nebuchadnezzar has been simplified to “foreigners” because the king’s and kingdom’s names could distract students from the main point of the story.

**laughed at because they were outcasts**

The foreigners called the captives bad names, they were whispered about, plotted against, and the captives were sung about in mocking songs. Mocking has been simplified to ‘laughed.’

**Worldview**

War – Some cultures and religions are very uncomfortable with discussions about war or violence. If this is the case, this story may be removed from the curriculum. No other lessons are dependent on this week’s teachings. However, some peace-oriented cultures may still relate to this story if they are refugees, societal outcasts, or have been subjected to invasions and foreign rule.

**T4T Principles**

**Devotional Life** – We must wait for God’s timing

**Character of God** – punishes sin; keeps His promises; knows the future

**Assurance of Salvation** – God fulfills His promises to save us

## Jesus is Born

Matthew 1

### Simple

#### **Transition**

*Many years after God promised to send a new king and give forgiveness, He sent Jesus.*

#### **Matthew 1:18a**

*Before Jesus was born, Mary was engaged to Joseph.*

#### **Matthew 1:7-16**

*Joseph came from King David's family.*

#### **Matthew 1:18b**

*Mary had never slept with a man, but she became pregnant.*

#### **Matthew 1:20-21**

*In a dream, an angel told Joseph, "The child is from God's Spirit. He will save his people from the punishment of the bad things they did."*

#### **Matthew 1:25**

*Mary had a son and they named him Jesus.*

### Extended

#### **Transition**

*Many years after God promised to send a new king and give forgiveness, God sent Jesus.*

#### **Matthew 1:18a**

*Before Jesus was born, Mary was engaged to Joseph.*

#### **Matthew 1:7-16**

*Joseph came from King David's family.*

#### **Matthew 1:18b -20**

*Mary had never slept with a man, but she became pregnant by the power of God's Spirit.*

#### **Matthew 1:19-20**

*Joseph was going to end the engagement, but God gave Joseph a dream.*

#### **Matthew 1:20-21**

*In the dream, an angel told Joseph to marry Mary because the child was from God's Spirit. The angel said, "Mary will have a son. Name him Jesus. He will save his people from the punishment for the bad things they do."*

#### **Matthew 1: 24-25**

*Joseph married Mary. Mary had a son and they named him Jesus.*

*Words/ Phrases to Consider in Discussion*

**Power of God’s Spirit** – It should be very clear in discussions that God did not have a physical relationship with Mary

**Angel** – When discussing angels, be sure to clarify that they are not spokespersons, but spiritual beings. These words can be easily confused in cultures, like Hinduism, that do not have angels. Angels are supernatural messengers from God who appear to humans in human form, are inferior to Jesus, and often come with a specific task or message.

*Story Crafting*

**“Never slept with a man”** – This phrase is chosen because it is polite English, and it is easy to teach in a culturally-sensitive manner. Students can easily draw conclusions about the phrase’s definition without being directly taught.

**“Joseph came from King David’s family”** – Jesus’ genealogy is simplified for ESL purposes, but this line needs to be included for the fulfillment of God’s promises to David and Jeremiah

**“From the punishment for the bad things they did”** – A description meaning “from their sins” is given in order to clearly express what Jesus is saving them from.

*Worldview*

**Virginity and Pregnancy** – In some cultures, the men and women should be separated for this story because it is inappropriate to discuss these topics in a mixed-gender setting. If the genders are not separated, the students may become uncomfortable and will be less likely to participate.

**Pregnant by the power of God’s Spirit** – Some cultures may assume that God had a physical relationship with Mary. This can be very offensive to some, especially Muslims, so be clear that this is not what occurred.

**Engagement** – Many cultures have similar arrangements, but in many Western cultures it is not as binding as it was during the time Jesus’ birth. You may need to clarify in your discussions that an engagement was very binding, and that a pregnancy during an engagement would have been very shameful.

**Dreams** – Many Eastern cultures attribute religious significance to dreams, so they may more readily understand the importance of the angel’s message to Joseph.

*T4T Principles***Nature and Character of God**

Keeps his promises; his Spirit is active; speaks and reveals his will; assures his children; speaks in dreams; uses spokesmen; sends a Savior.

**Assurance of Salvation**

Jesus is the promised Savior and he saves people from their sins.

## Herod Learns about a New King

Matthew 2

### Simple

#### **Matthew 2:1, 2**

*Herod was king when Jesus was born. Some men asked Herod, “Where is the Promised King?”*

#### **Matthew 2:3, 4**

*Herod was worried because this was the king God promised to the spokesperson.*

#### **Matthew 2:8, 9**

*The men found Jesus in Bethlehem.*

#### **Matthew 2:12**

*In a dream, God told the men not to return to Herod.*

#### **Matthew 2:14**

*Joseph, Mary, and Jesus left.*

#### **Matthew 2:16**

*Herod ordered all the baby boys in Bethlehem to be killed.*

### Extended

#### **Matthew 2:1, 2**

*Herod was king when Jesus was born. Some men asked Herod, “Where is the Promised King? We want to worship him.”*

#### **Matthew 2:3, 4**

*Herod was worried because this was the king God promised to Jeremiah.*

#### **Matthew 2:8**

*Herod said, “Look for the child in Bethlehem.”*

#### **Matthew 2:9**

*The men found Jesus in Bethlehem.*

#### **Matthew 2:11**

*They worshipped him and gave him gifts.*

#### **Matthew 2:12**

*In a dream, God told the men not to return to Herod.*

#### **Matthew 2:13**

*In another dream an angel told Joseph, “Leave! Herod will look for your child to kill him.”*

#### **Matthew 2:14**

*Joseph, Mary, and Jesus left.*

#### **Matthew 2:16-18**

*When the men did not return, Herod was very angry. He ordered all the baby boys in Bethlehem to be killed. The women were weeping because their children died.*

### *Story Crafting*

**King God promised to Jeremiah** –This sentence is necessary to clearly demonstrate the fulfillment of Jeremiah’s prophecy. In Matthew 2:4-6, it is clear that Herod is worried about the Promised Messiah because he is “deeply disturbed” and asking for the prophecies about the Messiah’s birth. Then, Jeremiah’s specific prophecy is fulfilled in Matthew 2:17, 18

**Some men-** To avoid cultural confusion, the term wise men is left out. The original Greek word “magoi” refers to sages and priests who observed astrological signs.

### *Worldview*

**Death-** When discussing death, be sensitive to the cultures perceptions of death and grieving. Be prepared for a discussion about deaths of the innocent; some students might be shocked.

**Astrology** – Some cultures use astrology to guide them in their most important life decisions, so it may be best not to discuss that the wise men were astrologers. An explanation will be too difficult in a beginner’s English course.

### *T4T Principles*

#### **Character and Nature of God**

keeps His promises; knows the future; speaks in dreams

#### **Church**

Worship

#### **Devotion**

Worship

#### **Prayer**

God communicates directly with people.

#### **Assurance of Salvation**

Jesus is the Promised King and Savior.

## Woman at the Well

John 4

### Simple

#### *John 4:3-9*

*One day when Jesus was older, he stopped at a well because he was tired. A woman came to the well for water, and Jesus asked her for a drink.*

#### *John 4:9-10, 13-14*

*The woman was surprised that Jesus was talking to her, because Jesus' people did not like her people. Jesus told her, "I can give you eternal life."*

#### *John 4:16-18*

*Then he told her he knew about her life and the bad things she was doing.*

#### *John 4:26, 28-30*

*Jesus told her he was the Promised King.*

### Extended

#### *John 4:3-9*

*When Jesus was older and on a journey, he sat next to a well because he was tired. A woman came to the well for water, and Jesus asked her for a drink. The woman was surprised that Jesus talked to her, because Jesus' people did not like the woman's people.*

#### *John 4:10, 13-14*

*Jesus told her, "I can give you eternal life."*

#### *John 4:16-18*

*Go and get your husband and come back here." The woman said, "I do not have a husband." Jesus said, "You are right! You do not have a husband; you had five husbands and the man you live with now is not your husband."*

#### *John 4:26, 28-30, 39*

*Jesus also told her that he was the Promised King, and she believed him. She went back to her village and told people about Jesus, and many people came to meet him. Many people believed in Jesus.*



***Words/ Phrases to Consider in Discussion*****Promised King**

To accomplish cohesion among stories about the promises and the fulfillments this term was used instead of 'Messiah'.

***Story Crafting***

If the students do not understand why the woman was surprised that Jesus would talk to her you can discuss the cultural tensions between Samaritans and Jews. Most cultures have tensions between classes, castes, or people groups that are similar to the cultural tensions of Jesus' day.

**home region**

Galilee was not used because for basic English learning it is hard to remember and the city's name is not vital to the story.

**Jesus' people...woman's people**

The dislike between Jews and Samaritans does not need to be specified and can be simplified for ESL purposes.

For this story we chose not to include the place of worship discussion between Jesus and the woman. The discussion is cultural to Israel between the Jews and the Samaritans; it is not easily explained in a basic English class. The discussion focuses on a place of worship and

this story's focus is Christ's ability to give eternal life.

***Worldview***

Most cultures have tensions between classes, castes, or people groups that can be touched upon. For example in the country you may be working in there might be a tension between a large immigrant population and the indigenous people group.

In many village settings the community is valued over individuality so people from a village background would understand that the woman would want to introduce Jesus to the entire community.

***T4T Principles*****Assurance of Salvation**

Jesus gives eternal life

**Church**

Sharing your faith in Jesus with your own people group

**Character and Nature of God**

He gives eternal life; knows your sins; Jesus is the Promised One

## Jesus Changes a Man's Life

Luke 19: 1-10

### Simple

#### **Luke 19:3, 4**

*One day, Jesus was walking in a crowd. A short man wanted to see Jesus, so he climbed a tree.*

#### **Luke 19:5**

*Jesus said, "Zacchaeus! Come down! I am going to your home today."*

#### **Luke 19:6**

*Zacchaeus climbed down and took Jesus to his home.*

#### **Luke 19:7**

*The crowd said, "Jesus is going to a bad man's house."*

#### **Luke 19:8**

*Zacchaeus said, "I will give half of my money to the poor."*

#### **Luke 19:9**

*Jesus said, "Because Zacchaeus believes me, now he has forgiveness and a right relationship with God."*

### Extended

#### **Luke 19: 2-4**

*One day, Jesus was walking in a crowd. A rich government worker wanted to see Jesus, but this worker was a very short man. He could not see over the crowd. He ran ahead of the crowd and climbed a tree beside the road.*

#### **Luke 19:5**

*When Jesus walked by the man, he looked up at him and said his name. "Zacchaeus!" Jesus said, "Come down quickly! I am going to your home today."*

#### **Luke 19:6**

*Zacchaeus quickly climbed down the tree and happily took Jesus to his home.*

#### **Luke 19:7**

*The crowd was not happy. They said, "Jesus is going to a bad man's house."*

#### **Luke 19:8**

*Zacchaeus said to Jesus, "I will give half of my money to the poor. If I cheated someone, I will give back what I took, and more!"*

#### **Luke 19:9, 10**

*Jesus said, "Because Zacchaeus believes me, he has forgiveness and a right relationship with God. I came to find people like Zacchaeus and give them forgiveness and a right relationship with God."*

**Words/ Phrases to Consider in Discussion**

**Forgiveness** – It should be clear that Zacchaeus was forgiven because he had faith, not because he gave money to the poor.

**Story Crafting**

**Zacchaeus** - He is not named in the beginning of the story, so that it is clear that Jesus knew his name before he met Zacchaeus.

**Government worker** – Tax collector may be difficult to explain, and government worker uses terms that are more useful to a new English learner.

**What I took, and more** – “four times” is a difficult concept for English learners to understand, so we have simplified it here.

**Believes me** – “Son of Abraham” refers to Zacchaeus being a spiritual descendant of Abraham and, therefore, his belief in Jesus.

**Forgiveness and a right relationship with God –**

The term ‘salvation’ may be confusing or not understood by the audience, so we have simplified it and described it here.

**I came to find people like Zacchaeus** – “Son of Man” refers to Jesus, who is speaking in this passage. “The lost” refers to sinners like Zacchaeus who do not have a relationship with Jesus.

**Worldview**

**People like Zacchaeus** - Because some cultures have a different view of sin, people may think they have never done a “bad thing.” You may have to give examples of “bad things” that may seem acceptable, like lying, disobeying your parents, or saying something mean.

**God loves the Outcast**

Outcasts can have a relationship with Jesus; Forgiveness and a right relationship with God are available to outcasts; Jesus spent time with outcasts.

**T4T Principles****Character and nature of God**

Jesus changes lives; Jesus knows our names; Desires a relationship with people; wants repentance; brings joy

**Assurance of Salvation**

Jesus brings forgiveness and a right relationship with God to those that have faith

**Devotional life**

Righting of wrongs

**Church**

Giving to the poor

## Jesus' Death

Luke 22-23, John 19

### Simple

#### **Luke 22-23**

*The religious leaders were jealous of Jesus because he had many followers. His followers believed he was the Promised King.*

#### **Luke 22:2-5, 20:19**

*The religious leaders falsely accused Jesus and had him arrested and put to death.*

#### **Luke 23:33**

*Jesus' hands and feet were nailed to a cross and the cross was raised up.*

#### **Luke 23:35-37**

*People said horrible things to Jesus as he hung on the cross.*

#### **Luke 23:44**

*Jesus hung on a cross for many hours,*

#### **John 19:30**

*and then he shouted, "It is finished!" After Jesus said this, he died.*

#### **Luke 23:53**

*His body was taken down from the cross and placed in a tomb.*

### Extended

#### **Luke 22-23**

*The religious leaders were jealous because Jesus had many followers. His followers believed he was the Promised King.*

#### **Luke 22:2-5, 20:19**

*The religious leaders falsely accused Jesus and had him arrested and put to death.*

#### **Luke 23:33**

*Jesus' hands and feet were nailed to a cross and the cross was raised up.*

#### **Luke 23:35-37; 41-43**

*People said horrible things to Jesus as he hung on the cross, but the criminal next to him knew that Jesus was innocent. The criminal said, "I deserve to die for my crimes, but this man has done nothing wrong. Jesus, remember me when you become king." Jesus promised the criminal, "Today you will be with me in paradise."*

#### **John 19:30**

*Jesus hung on the cross for many hours, and then he shouted, "It is finished!"*

#### **Luke 23:53**

*After he said this, he died. His body was taken down from the cross and placed in a tomb.*

### *Story Crafting*

The story has been taken from Luke's account and partially from John's.

**Kingdom**-When discussing Christ's kingdom remind the students of God's promise to David and the continued promise in Jeremiah. Discuss Christ's kingship at birth. It should be clear to the students that Christ's kingdom is not an earthly kingdom but an eternal kingdom in Paradise.

**religious leaders were jealous**-The religious leaders' jealousy is the simplest way to describe why they falsely accused Christ. The betrayal of Jesus has been left out for simplicity of the story.

**arrested and put to death**-The beating and humiliation of Jesus was shortened for simple English. The criminal's acknowledgement of Jesus' innocence directly informs the learner that Christ had done nothing to deserve his punishment.

**It is finished**-this was taken from John. It shows the completion of Jesus' sacrifice and that salvation cannot be earned. The line also shows Jesus' promise being fulfilled.

How Jesus' body was taken down, who took it and how the tomb was acquired is not included in order to keep the story simple.

### *Worldview*

**Cross**-You may determine that your audience does not understand **cross** and that you have to describe it as something like, 'planks of wood' or 'a cross made of two planks of wood.'

**Paradise**-The biblical definition of Paradise refers to a place where the righteous dead go. It is a very good place of well-being and happiness.

A possible worldview to be aware of is that Muslims educated in the Quran could be offended by Jesus' death because it is contrary to their scriptures which claim that Jesus fainted. However many Muslims are not aware of this teaching.

### *T4T Principles*

#### **Assurance of Salvation**

Jesus is the way to Paradise

If you believe in Jesus you will be with Him in Paradise

Salvation has been fully accomplished through Jesus' death.

#### **Devotional Life**

Confession of sins to Jesus and acknowledging he is the way to Paradise

#### **Character and Nature of God**

He is faithful to his promise-he will save his people from the punishment of the things they have done wrong; Jesus is the way to Paradise

## Jesus is Alive

Luke 24, Acts 1, Revelation 3

### Simple

#### **Luke 24:1**

*After Jesus died, some of his followers went to his tomb.*

#### **Luke 24:2-3**

*It was open, and Jesus' body was not inside.*

#### **Luke 24:4-7**

*Two angels came and said, "He is alive!"*

#### **Luke 24:36**

*Jesus came to his followers.*

#### **Luke 24:39-40**

*He showed them his hands and his feet.*

#### **Luke 24:46**

*He said that he was killed and resurrected because it was God's plan.*

#### **Luke 24:51**

*Then, he went up into the clouds.*

#### **Revelation 3:21**

*Now he sits on a throne in heaven.*

#### **Luke 24:47-48**

*Jesus is the Promised King.*

#### **Acts 1:10**

*Then two angels came and said,*

#### **Acts 1:11**

*"Jesus went to heaven. Someday he will return the same way you saw him go!"*

### Extended

#### **Luke 24:1**

*Three days after Jesus died, some of his followers went to his tomb.*

#### **Luke 24:2-5**

*It was open, and Jesus' body was not inside. Two angels came to them, and the followers were scared.*

#### **Luke 24:5-7**

*The angels asked them, "Why are you looking in a tomb for someone who is alive? He isn't here! He came back to life!"*

#### **Luke 24:36**

*Later, Jesus came to his followers.*

#### **Luke 24:39-40**

*He showed them his hands and his feet.*

#### **Luke 24:46**

*He said that he was killed and resurrected because it was God's plan.*

#### **Luke 24:47; Acts 1:8**

*He said, "Tell this Good News to everyone."*

#### **Luke 24:51**

*Then, Jesus went up into the clouds.*

#### **Revelation 3:21**

*Now he sits on a throne in heaven.*

#### **Luke 24:47-48**

*Jesus is the Promised King.*

#### **Acts 1:10, 11**

*As the followers tried to see Jesus, two angels came to them. The angels said, "Why are you staring at the sky? Jesus was taken to Heaven. Someday he will return the same way you saw him go!"*

***Words/ Phrases to Consider in Discussion***

**Jesus took our punishment**-when discussing why Jesus died be sure to use simple vocabulary that has been used in class. Avoid phrases like, “Jesus died for our sins,” “He can live in our hearts,” and other advanced words or idioms.

**Angel** –Refer to *Jesus Is Born* story’s note.

**Paradise**- Refer to *Jesus’ Death* story’s note.

***Story Crafting***

This account of Jesus’ resurrection and ascension into heaven is taken from Luke and Acts. Both books were used because Acts expounds upon what happens in Luke.

**some of his followers**- for simplicity those who first come to the tomb are not mentioned.

**It was open**-The Bible says the stone had been rolled away; however, **open** is a much simpler way of explaining this.

**came back to life**-In discussion make sure it is clear that Jesus was not reincarnated but came back in the same body. You can point them to where Christ shows them his hands and feet. You can also point them to Luke 24:30-31 when Jesus is eating with them and the disciples suddenly recognize Jesus.

***Worldview***

**Tombs**-some cultures may be unfamiliar with the word or concept of a tomb because they cremate bodies.

***T4T Principles*****Assurance of Salvation**

Jesus is alive and in heaven to this day; Jesus was the Promised Savior; Jesus was raised from the dead for God’s plan

**Devotional Life**

Understanding Jesus is still alive

**Church**

Jesus’ command to tell this Good News to everyone

**Character and Nature of God**

He will return; Jesus is alive; God keeps his promises; God is in control; Jesus is the Promised Savior

## A Jailer Believes in Jesus

*Acts 16: 20-39*

### Simple

#### **Acts 16:23-24**

*One day two of Jesus' followers were in jail.*

#### **Acts 16:27-28**

*The jailer thought that the prisoners ran away, so he was going to kill himself. One of the followers said, "Stop!"*

#### **Acts 16:30-31**

*The jailer asked, "How can I be saved?" They said, "Believe in Jesus, you and your family will be saved."*

#### **Acts 16: 33b-34**

*The jailer and his family were baptized in water to show their commitment to Jesus. They celebrated because they all believed in God.*

### Extended

#### **Acts 16:19-24**

*One day, some people lied about two followers of Jesus. The followers were arrested.*

#### **Acts 16:25-26**

*While the followers were singing and praying in the jail, there was a big earthquake. All the doors opened, and the chains fell off all the prisoners!*

#### **Acts 16:27-28**

*The jailer thought that the prisoners ran away, so he was going to kill himself. One of Jesus' followers shouted, "Stop! Don't kill yourself! We are all here!"*

#### **Acts 16:30-31**

*The jailer asked, "How can I be saved?" They said, "Believe in Jesus, and you and your family will be saved."*

#### **Acts 16:32**

*They told the jailer and his family the Good News about Jesus.*

#### **Acts 16:33b-34**

*The jailer and his family were baptized in water to show their commitment to Jesus. They celebrated because they all believed in God.*

#### **Acts 16:35,39**

*The next day the government freed the followers.*



**Words/ Phrases to Consider in Discussion**

“What must I do to be saved?” and “Believe on the Lord Jesus and you will be saved – you and your household” are familiar verses, but are grammatically challenging. Be sure to rephrase these in simple English when you are discussing the story. Refer to the story for an example of how to simply state these phrases.

**Baptize** – Many cultures do not have the same understanding of baptism, so you will need to clearly describe the act and purpose of baptism. The Greek term used in the New Testament means “to put inside or under water” or “to wash in a spiritual sense.” It should be clear that the act of baptism does not remove sins, is based on someone’s faith, and is a one-time ceremony that is not repeated.

**Story Crafting**

**One day, people lied about two followers of Jesus**-is used to summarize the accusation that Paul and Silas were “promoting customs that are not legal for us Romans to adopt or practice.” Paul and Silas’ names have been removed from the story for ease of storytelling.

**Stop! Don’t kill yourself!** – Rather than use the new word “harm,” the familiar “kill” is utilized.

“Your household” has been translated here as **family** for the sake of simplicity. “Household” is a broader concept, often encompassing more

than just the family, but this definition is too difficult to address in an ESL setting. Therefore, the more limited **family** has been chosen.

In verse 32 “The message of the Lord” has been changed to **the Good News about Jesus** for the sake of consistency throughout the story set.

A definition of “baptized” [in water to show their commitment to Jesus] has been included to ensure the audience’s understanding during retellings of this story.

“When daylight came...” has been translated as **the next day** for the sake of simplicity.

**T4T Principles****Assurance of Salvation**

Belief in Jesus results in salvation

**Devotional Life**

Singing and praying to God in all circumstances; God answers prayers; believers can expect persecution, pray for persecutors, sharing with groups

**Church**

Evangelism, Baptism should be taken after a profession of faith to display a commitment to Jesus.

**Character and Nature of God**

Sovereign, knows our needs, answers prayers, does miracles, provides salvation through Jesus

## A Foreigner Believes in Jesus

Acts 8

### Simple

#### *Transition*

*After Jesus went to Heaven, his followers went everywhere telling people the good news about Jesus. One follower was named Philip.*

#### **Acts 8:26-28**

*One day an angel told Philip, “Go to the road in the desert.” Philip went and met a foreigner. The foreigner was reading a book written by a spokesperson like Jeremiah.*

#### **Acts 8:34, 35**

*The foreigner asked, “Who is this spokesperson talking about?” Philip explained that the spokesperson was talking about Jesus. Philip told the foreigner the good news about Jesus.*

#### **Acts 8:37**

*The foreigner said, “I believe Jesus is the Son of God!”*

### Extended

#### *Transition*

*After Jesus went to Heaven, his followers went everywhere telling people the good news about Jesus.. One follower was named Philip.*

#### **Acts 8:26-28**

*One day an angel told Philip, “Go to the road in the desert.” Philip went and met a foreigner. The foreigner was reading a book written by a spokesperson like Jeremiah.*

#### **Acts 8:29, 30**

*God’s Spirit told Philip, “Walk next to the man.” Philip ran to the man and heard him reading.*

#### **Acts 8:34, 35**

*The foreigner asked, “Who is this spokesperson talking about?” Philip explained that the spokesperson was talking about Jesus. Philip told the foreigner the good news about Jesus.*

#### **Acts 8:36-38**

*The foreigner saw some water and asked, “Can I be baptized?” Philip said, “You can be baptized if you really believe.” The foreigner replied, “I believe that Jesus is the Son of God!” Then, the foreigner went into the water to show that he turned from his bad things and turned to God for forgiveness.*

### *Words/ Phrases to Consider in Discussion*

**Baptize** – Many cultures do not have the same understanding of baptism, so you will need to clearly describe the act and purpose of baptism. The Greek term used in the New Testament means “to put inside or under water” or “to wash in a spiritual sense.” It should be clear that the act of baptism does not remove sins, is based on someone’s faith, and is a one-time ceremony that is not repeated.

### *Story Crafting*

**Foreigner** – The Ethiopian eunuch is described as a foreigner for simplification and cultural purposes. If your target people group better relates to the terms “African,” “Ethiopian,” or “Eunuch,” you may use them instead. Note that if you change the term, you will need to change the lesson plan as well.

**Spokesperson like Jeremiah** – The students will not be familiar with Isaiah, so he is described in relation to a character the students are already familiar with.

### *Worldview*

**Foreigner** – Be aware of how your people group views foreigners and Africans. The purpose of this story is to show that God loves outcasts, like themselves. If there is a sentiment of disdain toward Africans, your people group might not be able to relate to this story, and it would be best to refer to the African as a foreigner. If this ESL program is being used with people who are already followers of Jesus, this story can be used to show that God wants us to love foreigners and Africans, too.

**Son of God** – Muslims might take offense to this term. If you feel it is too soon to share this truth with your group, you may simply have the foreigner say, “I believe.” If you choose to include this phrase, you may remind the students of the “Jesus is Born” story, which reveals that Jesus did not have an earthly father. You should clarify that you are not claiming that God had a physical relationship with Mary.

### *T4T Principles*

#### **Assurance of Salvation**

Faith in Jesus is for all people groups

#### **Devotional Life**

Following God’s Spirit; Reading Scripture, Taking baptism after believing

#### **Church**

Explaining Scripture, Discipling and Evangelism, Giving baptism based on a confession of faith

#### **Character and Nature of God**

God guides us by His Spirit; wants everyone to hear his Word; Jesus is the Son of God



## Appendix B Materials

### Tips:

1. Avoid using contractions when you speak with beginners. Make sure to pronounce all of the sounds in a word. Do not drop the endings.
2. Each student has a different saturation level- a point each day at which they cannot take in anymore new information. Try to be aware of this and help them not to become frustrated.
3. The environment you create in your classroom will determine how successful your students are. They need to feel safe to make mistakes. Do not let your more advanced students take over the class!
4. Give your students opportunities to succeed. It may be in something very simple, but it builds confidence.
5. Be flexible! Just because you planned it out, it does not mean it is going to happen. If a majority of your students are not getting it, then do not move on.
6. If something is not working, STOP!
7. You know your students better than a book or a lesson designed by someone else. Feel confident in yourself as a teacher to change what you're doing.
8. Try to find ways to challenge your students to use English outside of class.
9. What works with one group may not work with another and vice versa.
10. Avoid downtime! Try to have everything prepared before the lesson. Lag in between parts of your lesson lets the students become unfocused which makes it harder on you.
11. Be specific with your praise. "Deepak, I like how you correctly pronounced the new vocabulary word 'dictionary'." Praising them in general does not help.
12. Make sure to pay equal attention to ALL students. This is easier said than done.
13. Do not let your frustrations show. If you are having a bad day, your students will have a bad day and they will not learn as much as they could.
14. Some of your students may have more than just a language barrier. Very likely you will have students with learning disabilities. Just be patient and try presenting the information in a different way. It may take some students a week to master what others can do in a day, but the important thing is that they are learning.
15. Cover each lesson and class in prayer before even beginning.



Creation Pictures – Use with Lesson 1.2



man



woman



animals







night



day





dark



light





land



plants







sun

Notes:

1. For moon you can use the same picture as dark. Just make sure you point to the moon when you are teaching moon, so they can tell the difference.
2. For dark you might want to cover the moon and just show the black.
3. For stars you can use the same picture as night and point out the stars.
4. For sky you can use the same picture as land. Point out the land and then point to the sky and say sky.
5. You can cut out the words with the pictures, or you can cut out the pictures separately. Repeat the words and show the pictures at least 6 teams each. Then, mix up the pictures and review until the students know all of the words.





**Emotion Cards – Use with Week 2 Day 3 Warm Up**

sad	nervous	angry	excited
happy	jealous	confused	scared
annoyed	shy	surprised	tired

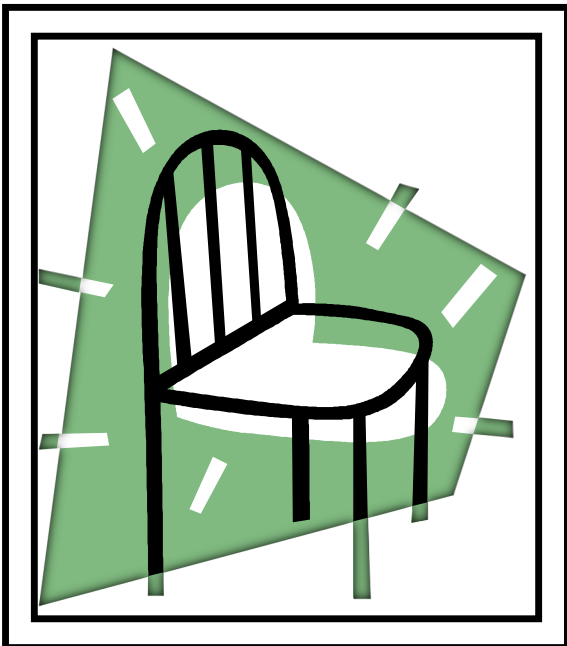
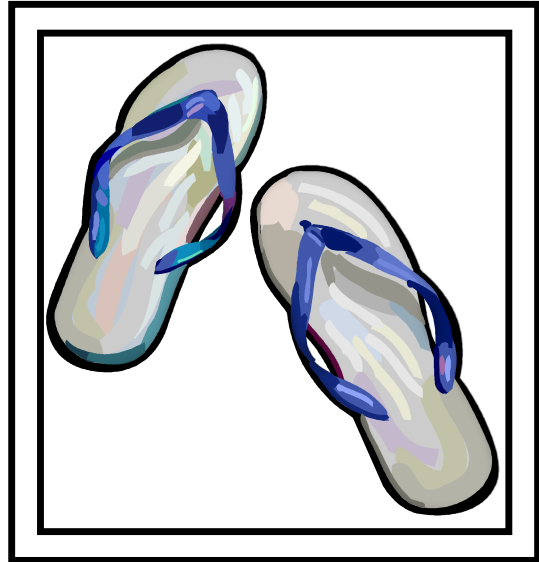


**Conversation Starters – Use with Week 3 Day 2**

Tell me about a dream that you had.	Tell me about a time that you lied.
Tell me about your favorite song.	Tell me about a time when you were happy.
Tell me about something with four legs.	Tell me about a place that you have visited.
Tell me about someone in your family.	Tell me about something that you hate.
Tell me about a time when you were sad.	Tell me about something spicy.
Tell me about a teacher that you had.	Tell me about a time when you were sick.



Vocabulary Picture Cards – Use with Week 3 Day 3 Vocabulary Game





Use with Week 4 Day 2 Warm Up







Irregular Past Tense Bingo Grid – Use with Week 4 Day 3

sent	chose	ate
thought	saw	put
came	took	said

said	chose	put
took	saw	ate
came	thought	sent



chose	came	put
took	sent	saw
said	ate	thought

ate	chose	took
came	said	put
sent	saw	thought



sent	thought	took
saw	came	said
ate	put	chose

said	saw	came
put	took	thought
ate	chose	sent



Possessive Noun Match Cards- Use with Week 5 Day 1

the girl	the boy	the man	the woman
Bill	Susan	the dog	the cow
Mom	your sister	my friend	the boss
the store	Uncle Bob	the neighbor	the bride

dress	toy	shirt	purse
car	plate	tail	ear
book	necklace	water bottle	chair
sign	farm	fence	ring





## Conditional Sentences

Make enough copies for the pairs of students in your class. Cut the following sentences in half. Mix up the sentence halves.

If I go out tonight - I'll go to the cinema

If it rains this weekend - I'll stay at home

If it's sunny this weekend - I'll go to the beach

If I have a party - will you come?

If we invite her - will she come?

If I'm sick - will you look after me?

If we eat out tonight - where will we go?

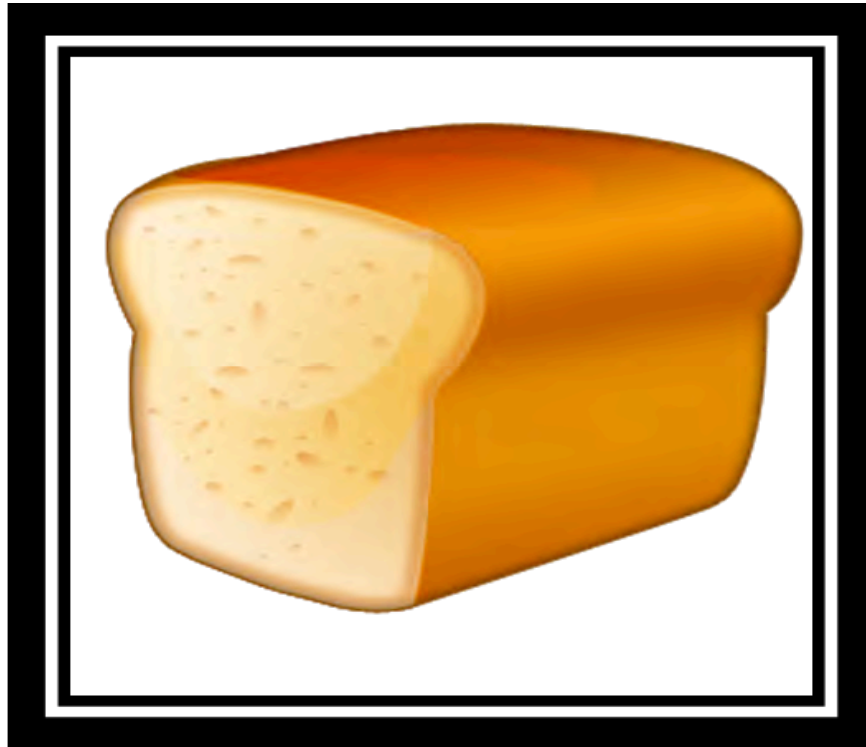
If you cook tonight - what will you make?

If you have a party - we'll come

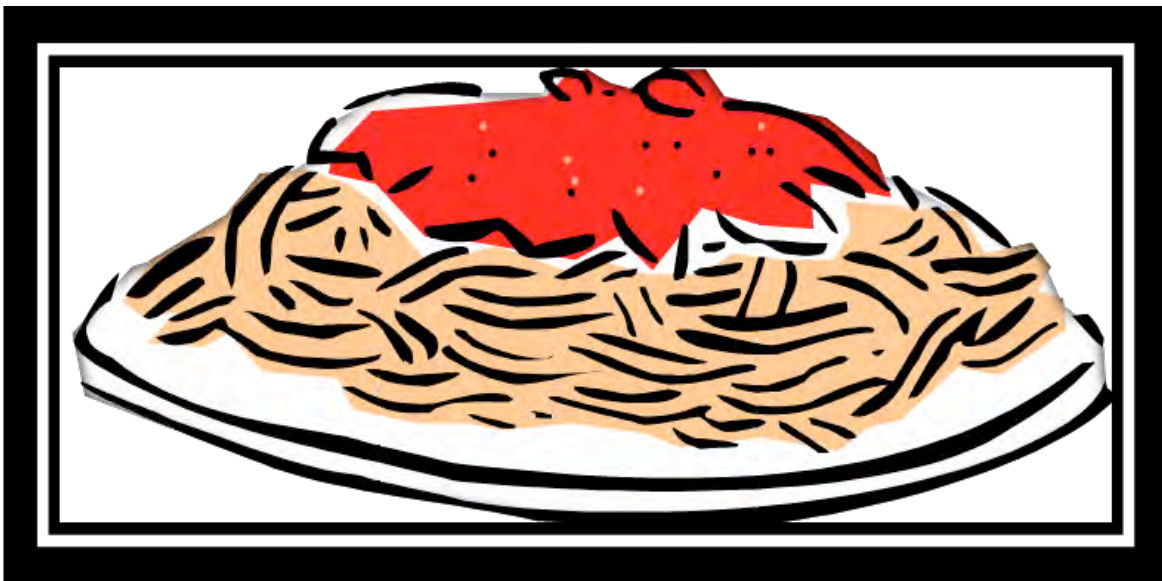
If they do that again - I'll be really angry!

## Odd One Out

- |     |           |          |           |          |
|-----|-----------|----------|-----------|----------|
| 1.  | human     | dolphin  | shark     | whale    |
| 2.  | angry     | happy    | violence  | sad      |
| 3.  | train     | airplane | bus       | bird     |
| 4.  | newspaper | radio    | book      | magazine |
| 5.  | carrot    | apple    | banana    | mango    |
| 6.  | tea       | coffee   | ice cream | water    |
| 7.  | pen       | glue     | pencil    | marker   |
| 8.  | pig       | dog      | cat       | chicken  |
| 9.  | knife     | glass    | spoon     | fork     |
| 10. | ate       | sent     | go        | went     |
| 11. | hopped    | thought  | skipped   | jumped   |
| 12. | umbrella  | sunny    | windy     | raining  |
| 13. | sun       | moon     | grass     | stars    |
| 14. | cricket   | racket   | badminton | football |
| 15. | pink      | green    | bright    | yellow   |

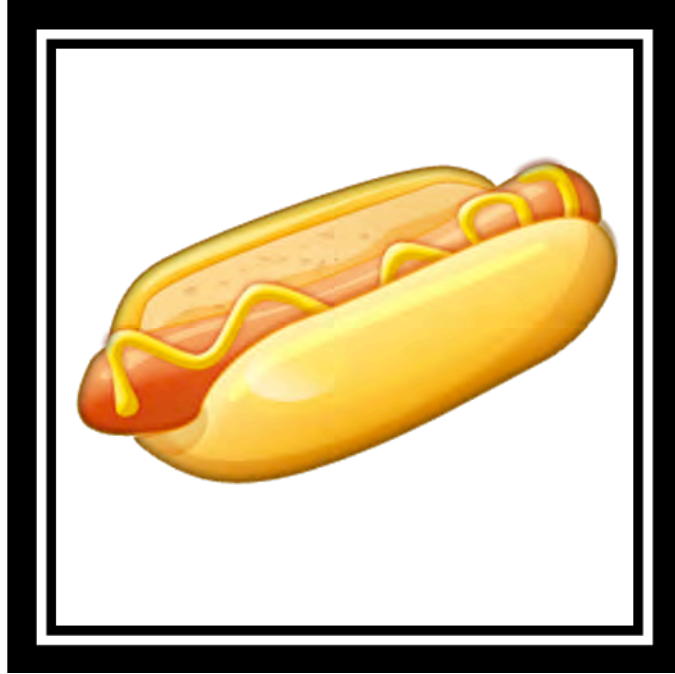


**Bread**

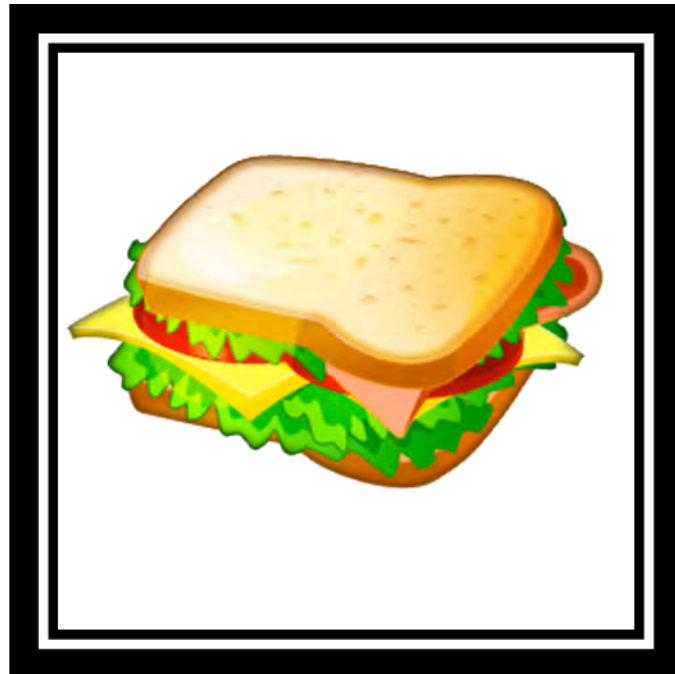


**Spaghetti**





**Hot Dog**



**Sandwich**





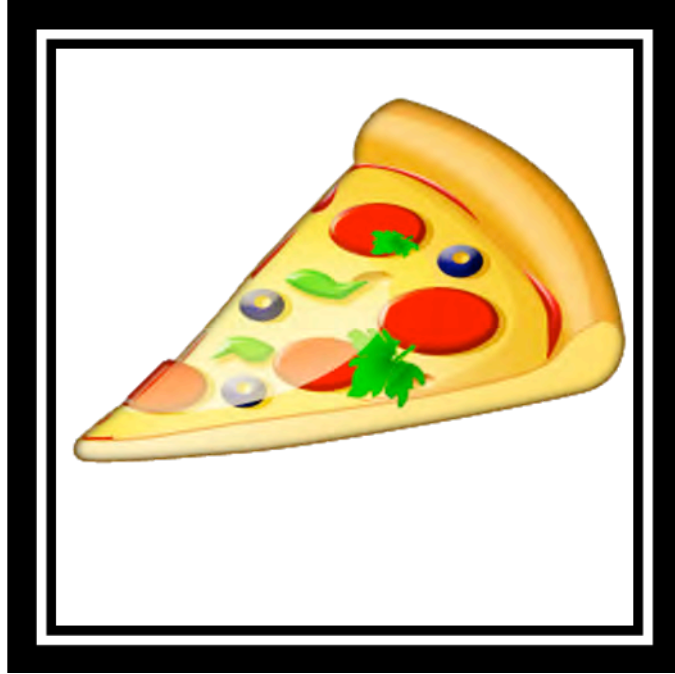
**Milk**



**Cupcake**







**Pizza**



**Chicken**



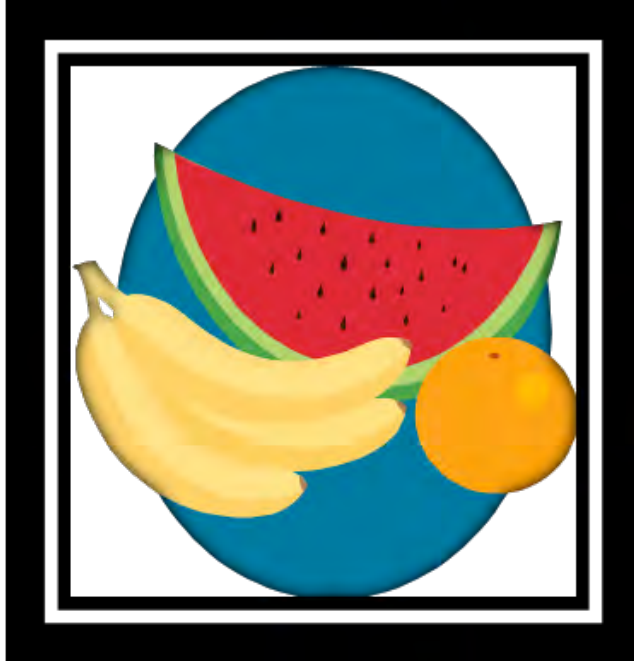


**Pie**



**Coffee**





**Fruit**



**Soda**



**Contraction Cards – Use with Week 7 Day 2**

I'm	He's	She's	They're	We're
It's	That's	Who's	What's	Why's
When's	Where's	Why's	I'll	You'll
He'll	She'll	They'll	We'll	When'll
It'll	That'll	Who'll	What'll	Where'll
Why'll	How'll			

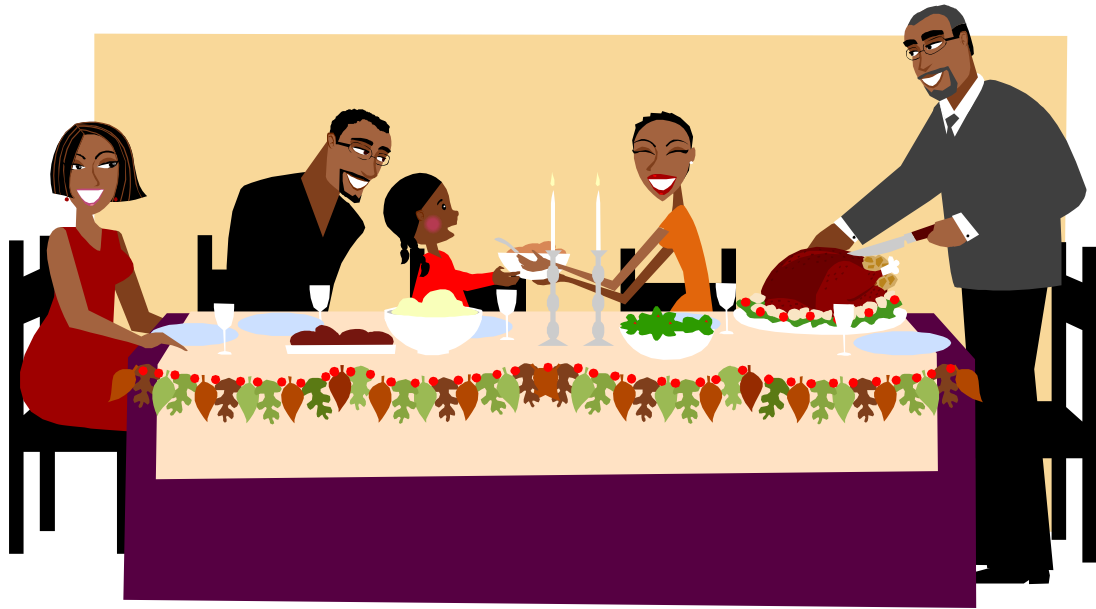




Plural Pictures – Use with Week 7 Day 2













**Upset the Fruit Basket Cards – Use with Week 8 Day 1**

Do you like tea?	Do you like to eat chocolate?
Do you know how to drive?	Are you going to watch TV tonight?
Do you like reading?	Do you like going to the movies?
Have you ever broken a bone?	Do you like to cook?
Have you ever been on a train?	Do you like to dance?
Have you ever fallen in front of a crowd?	Have you ever visited another country?
Have you ever driven a motorcycle?	Have you ever told a lie?
Have you ever been in love?	Have you ever started a fight?
Have you ever been lost?	Have you ever been in an accident?
Have you ever ate until you were sick?	Have you ever danced at a wedding?





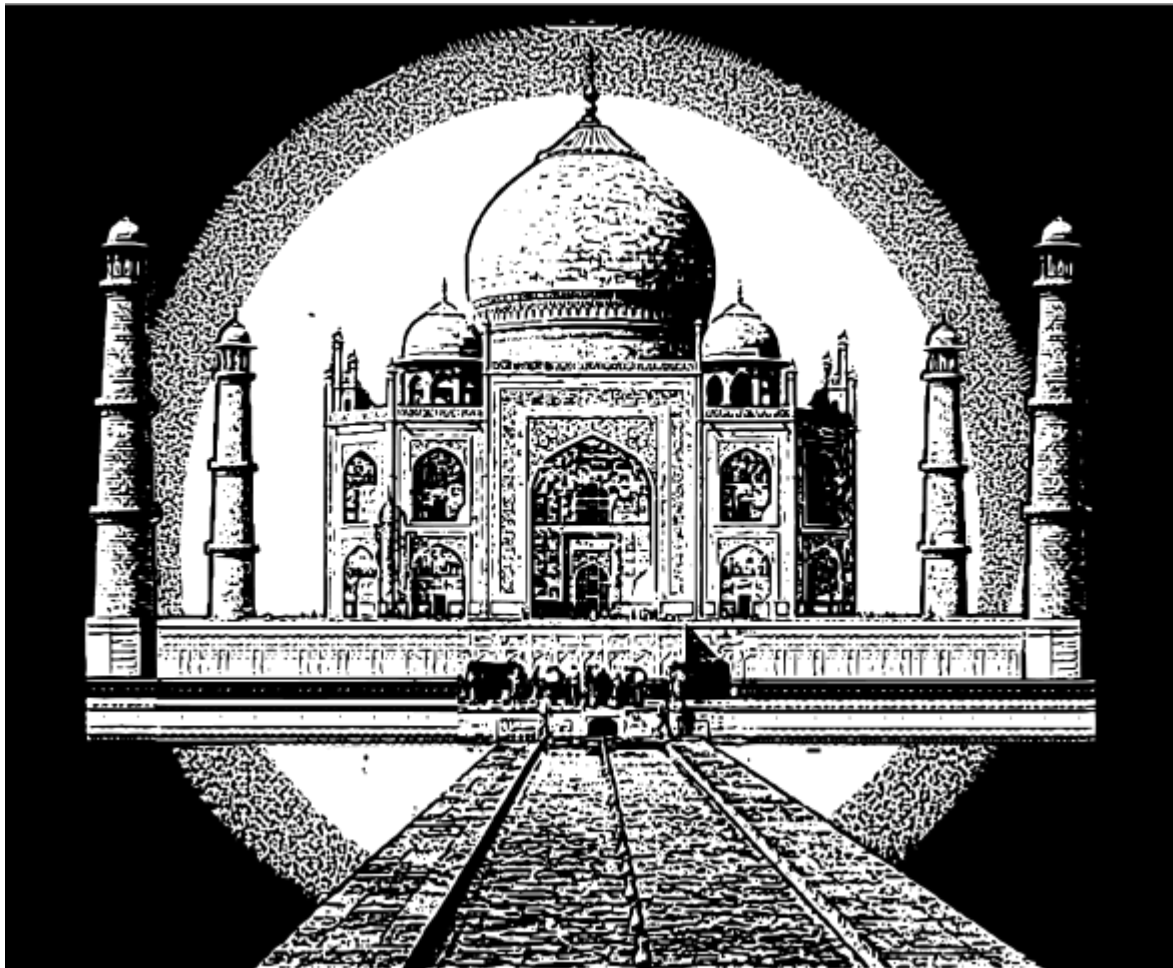
Present Tense Action Charade Cards – Use with Week 8 Day 2

We are swimming.	They are skipping.	I am buying vegetables.	They are laughing.
We are crying.	They are cooking.	They are eating.	We are walking.
I am jumping.	She is talking.	We are dancing.	He is writing.
They are playing.	We are listening to music.	I am going to the market.	He is running.
He is drinking.	She is cleaning.	He is reading.	I am sleeping.
They are singing.	I am thinking.	He is fishing.	He is watching TV.



Repeat if It's True – Use with Week 8 Day 3

Sample Statement: This is a picture of the White House.





Sample Statement: There is an elephant in this picture.





Sample Statement: It is raining in this picture.







Sample Statement: There are two giraffes in the boat.





Sample Statement: There are five apples in this picture.





Sample Statement: The book is under the apple.





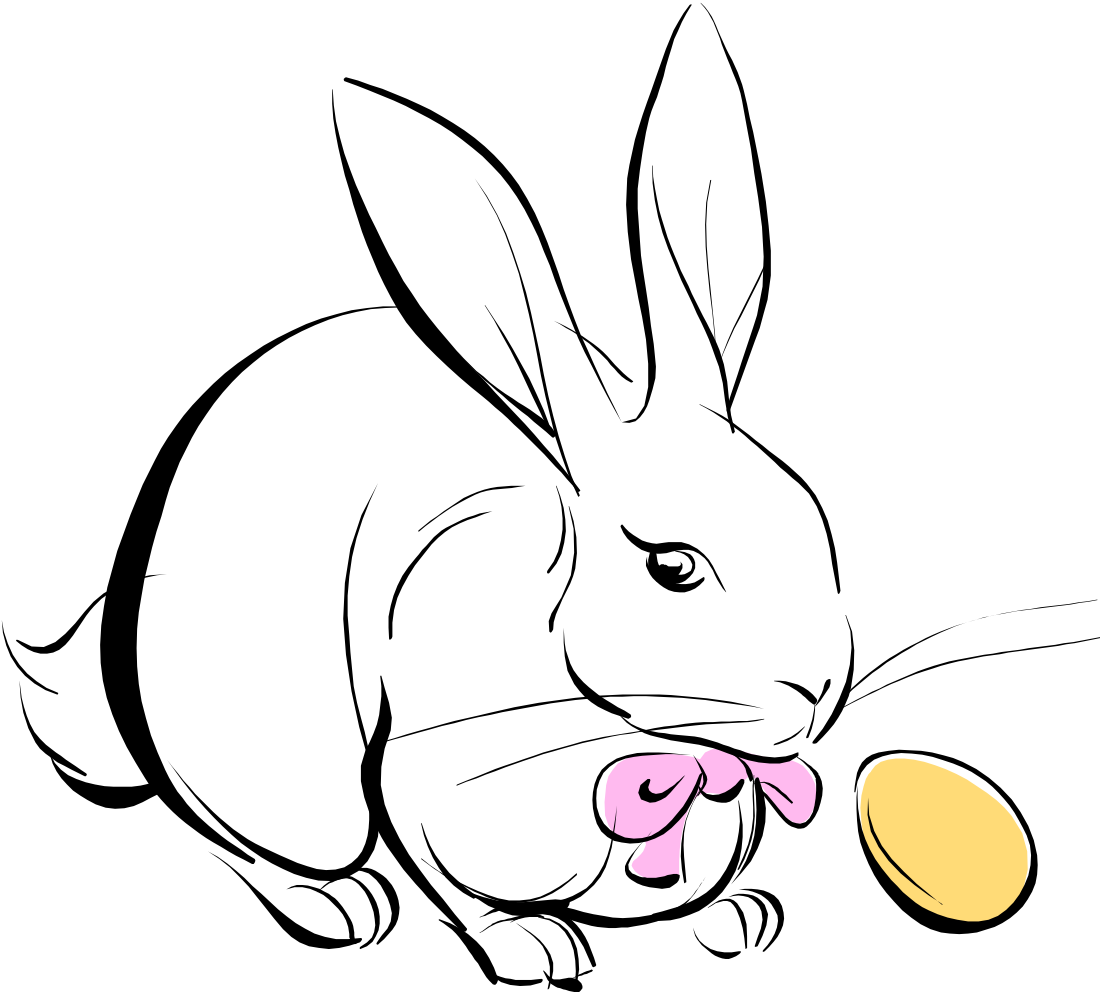
Sample Statement: The boy is raising his right hand.







Sample Statement: The duck is eating an egg.



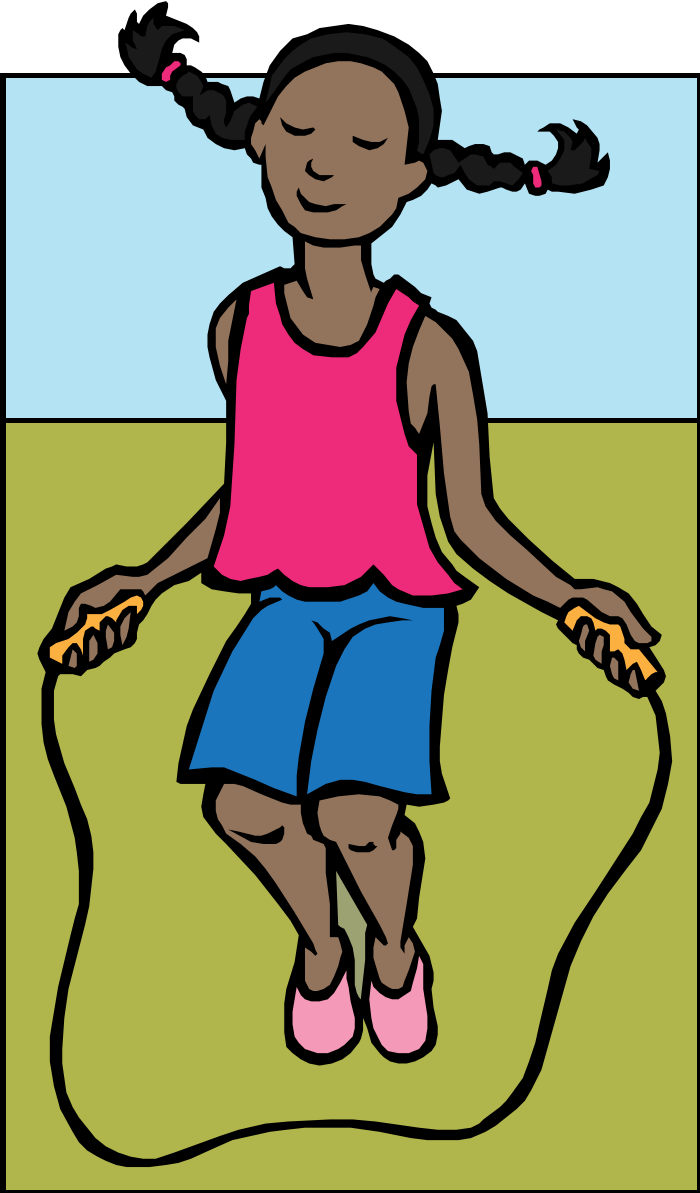


Sample Statement: This man is kicking a ball.





Sample Statement: The boy is jumping rope.



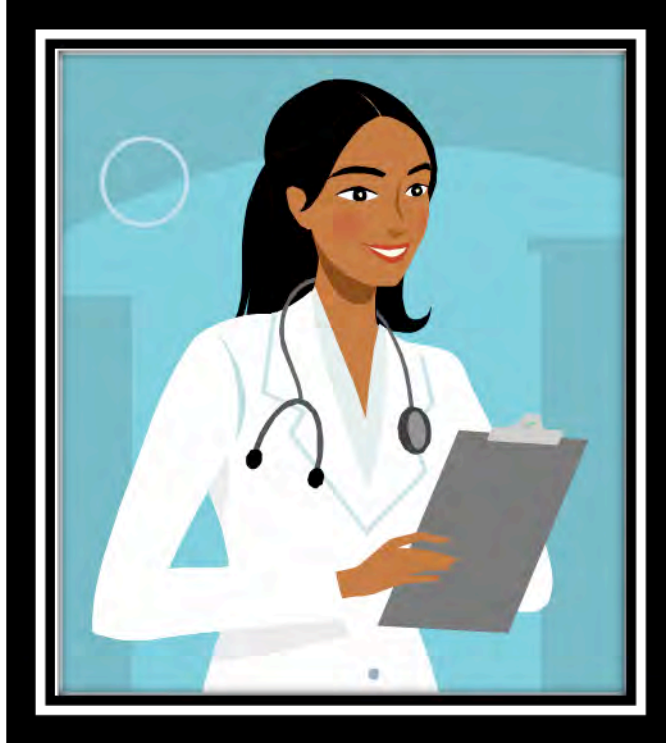


Profession Cards – Use with Week 9

Mechanic	Vet
Mail Carrier	Police Officer
Cook	Teacher
Musician	Dentist
Carpenter	Doctor







Doctor



Mechanic





Dentist



Vet



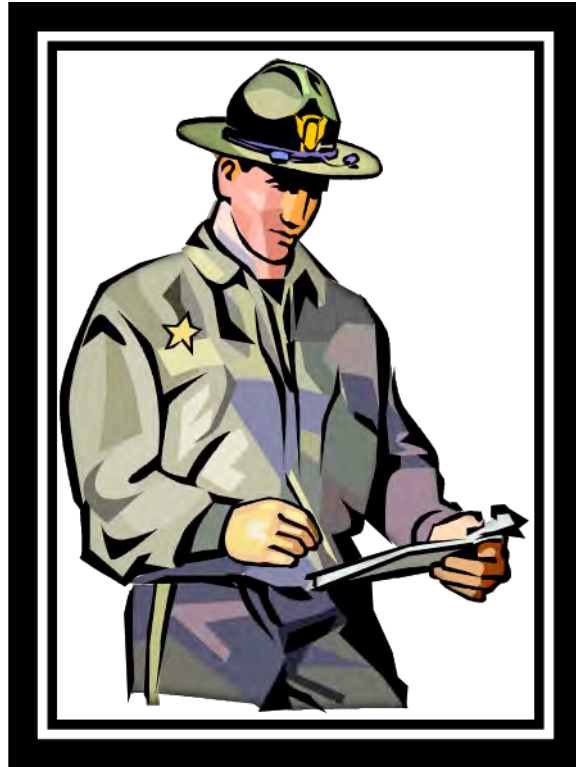


Mail Carrier



Musician





Police Officer



Teacher







Cook



Carpenter



Synonym Cards – Use with Week 10

chair	seat	little
small	hop	jump
mad	angry	ill
sick	skinny	thin



## Synonym Cards – Use with Week 10

street	road	shut	close
large	big	begin	start
neat	tidy	ache	pain
simple	easy	loud	noisy
difficult	hard	present	gift



Synonym Cards – Use with Week 10

mistake	error	choose	select
blame	accuse	buy	purchase
observe	notice	concern	worry
funny	amusing	order	command





## Antonym Cards – Use with Week 11

alive	dead	open	closed
right	left	up	down
hot	cold	tall	short
rich	poor	wise	foolish
happy	sad	fast	slow



## Antonym Cards – Use with Week 11

old	young	good	bad
night	day	noisy	quiet
true	false	cheap	expensive
easy	difficult	ugly	beautiful
buy	sell	soft	hard



## Antonym Cards – Use with Week 11

forget	remember	strong	weak
first	last	hate	love
before	after	empty	full
found	lost	always	never
arrive	leave	difficult	easy



Prefixes and Root Word Cards – Use with Week 12 Day 2

un	un	non	non
dis	dis	re	re

play	send	place	clear
sure	important	happy	cooked
respect	obey	appear	fat
profit	sense	hurt	able
clean	pack	wind	count





20 Questions Cards – Use with Week 12 Day 3

apple

baby

bear

bell

bird

boat

cake

car

doll

eye

fish

flower

horse

milk

nest

pig

school

show

sun

table

toy

tree

watch

window



Past Continuous Pictionary Cards – Use with Week 12 Day 3

He was fishing when it started to rain.	She was eating when her friend called.
He was running when he fell.	She was sleeping when the fire started.
He was writing when his pencil broke.	She was cooking when her dad came home.
She was bathing when someone knocked on the door.	He was driving when the tree fell.
He was sitting in school when the teacher yelled at him.	She was watching TV when the lights went out.
He was playing when he broke his leg.	She was singing when the dog bit her.
He was climbing a tree when the branch broke.	She was cleaning when the fight started.
He was stealing a TV when the police came.	She was making tea when the milk spilled.

Past Continuous Pictionary Cards – Use with Week 12 Day 3

Team Vocabulary Review Cards – Use with Week 12 Day 3

<b>jail</b>	<b>celebrated</b>	<b>ran away</b>
<b>prisoners</b>	<b>commitment</b>	<b>himself</b>
<b>jailer</b>	<b>thought</b>	<b>baptized</b>
<b>lied</b>	<b>chains</b>	<b>government</b>
<b>earthquake</b>	<b>fell off</b>	<b>freed</b>
<b>Define the word</b>	<b>Create a sentence using the word</b>	

Team Vocabulary Review Cards – Use with Week 12 Day 3

## Vocabulary

### Week 1

beginning	finished	man	sky	talked
blessed	land	moon	special	woman
created	light	night	stars	worked
dark	listened	only	stopped	
day	looked	plants	sun	

### Week 2

a	confused	gave	people	the
an	dirt	have children	put	told
angry	evil	help	sad	understanding
breathed	excited	jealous	similar	will die
came to life	garden	nervous	take care of	

### Week 3

about	between	into	out of	snake
any	could not	know	over	to
ashamed	entered	of	prepositions	took
asked	from	off	said	under
ate	hid	on	saw	with
beside	in			

### Week 4

adjective	comparisons	king	promised	thoughts
became	continue	man's	showed	to meet
biggest	family's	many	spokesperson	went
came	find	oldest	taller than	will be
chose	hottest	person's	tallest	youngest
colder than				

### Week 5

after	forget	outcasts	to give back
Bethlehem	forgive	Promised King	weep
cared about them	hope	punish	will forgive
did not listen	Jeremiah	save	will know
dream	no one		

### Week 6

angel	end	God's Spirit	married	pregnant
before	engaged	Jesus	Mary	punishment
born	engagement	Joseph	power	slept with a man
child				

### Week 7

another	man/men	woman/women	Is it far?
because	ordered	worried	Turn Right
child/children	person/people	worship	Turn Left
gifts	plural	Directions	Go down the <u>stairs</u> .
left	return	Go Straight	Go up the <u>stairs</u> .
Pass the <u>post office</u> .	Go through the <u>light</u> .	Take the <u>second left</u> .	Go over the <u>bridge</u> .

### Week 8

believed	husband	located	tastiest
best	idioms	older	tired
don't like	in the mood for	sat	well
eternal life	journey	surprised	wouldn't mind
grab a bite to eat	like		

### Week 9

adverb	climbed	half	quickly
ahead	crowd	happily	relationship
angrily	faith	hard	slowly
beautifully	fast	loudly	softly
carefully	government worker	professions	strongly
cheated			



**Week 10**

arrested  
crimes  
criminal  
cross

deserve  
falsely accused  
followed  
horrible

hung  
innocent  
nailed  
Paradise

raised up  
religious leaders  
teachings  
tomb

**Week 11**

alive  
clouds  
everyone

followers  
Good News  
heaven

plan  
resurrected  
someday

staring  
throne  
tried

**Week 12**

adventurous  
artistic  
athletic  
baptized  
confident  
content

curious  
desert  
explained  
foreigner  
heard

like  
met  
named  
next to  
outgoing

replied  
some  
Son of God  
trustworthy  
written by



Vocabulary Flashcards

beginning	blessed	created	dark	day
finished	land	light	listened	looked
man	moon	night	only	plants
sky	special	stopped	stars	sun
talked	woman	worked	a	an
angry	breathed	came to life	confused	dirt
evil	excited	garden	gave	have children



help	jealous	nervous	people	put
sad	similar	take care of	the	told
understanding	will die	about	any	ashamed
asked	ate	beside	between	could not
entered	from	hid	in	into
know	of	off	on	out of
over	prepositions	said	saw	snake



to	took	under	with	adjective
became	biggest	came	chose	colder than
comparisons	continue	family's	find	hottest
king	man's	many	oldest	person's
promised	showed	spokesperson	taller than	tallest
thoughts	to meet	went	will be	youngest
after	Bethlehem	cared about them	did not listen	dream





forget	forgive	hope	Jeremiah	no one
outcasts	Promised King	punish	save	to give back
weep	will forgive	will know	angel	before
born	child	end	engaged	engagement
God's Spirit	Jesus	Joseph	married	Mary
power	pregnant	punishment	slept with a man	another
because	gifts	left	ordered	plural



return	worried	worship	directions	believed
best	don't like	eternal life	grab a bite to eat	husband
idioms	in the mood for	journey	like	located
older	sat	surprised	tastiest	tired
well	wouldn't mind	adverb	ahead	angrily
beautifully	carefully	cheated	climbed	crowd
faith	fast	government worker	half	happily



hard	loudly	professions	quickly	relationship
slowly	softly	strongly	arrested	crimes
criminal	cross	deserve	falsely accused	followed
horrible	hung	innocent	nailed	Paradise
raised up	religious leaders	teachings	tomb	alive
clouds	everyone	followers	Good News	heaven
plan	resurrected	someday	staring	throne

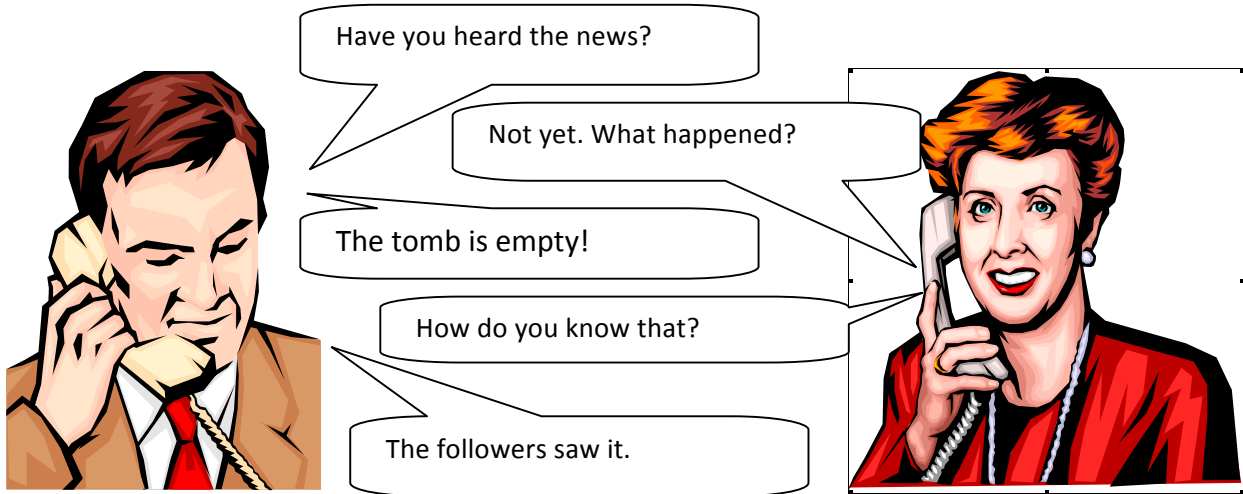


tried	adventurous	artistic	athletic	baptized
confident	content	curious	desert	explained
foreigner	heard	like	met	named
next to	outgoing	replied	some	Son of God
trustworthy	written by	children	men	women
person	people	Turn Right	Turn Left	Is it far?
Go Straight	Pass the Post Office	Go through the light	Take the second left	Go over the bridge





Have you heard the Good News? A



Share the news with your partner using this conversation as a guide. Fill in the missing information.



What: The tomb is empty. How: The followers saw it.



What: How:



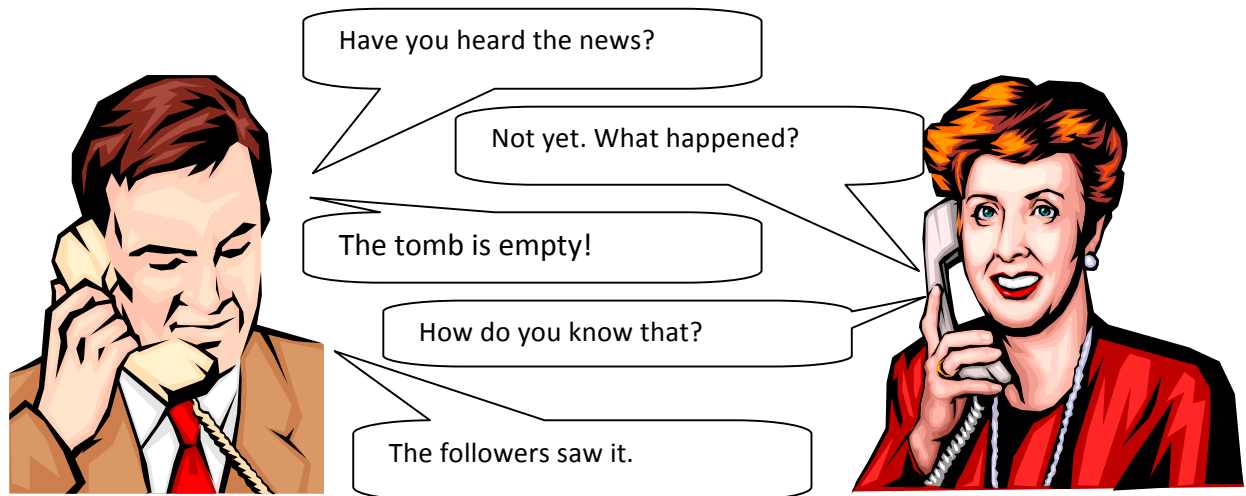
What: Jesus is the Promised One. How: Jesus showed us.



What: How:



Have you heard the Good News? B



Share the news with your partner using this conversation as a guide. Fill in the missing information.



What: The tomb is empty! How: The followers saw it. What: Jesus is alive! How: The angels said it.



What:

How:



What: Jesus will come again! How: Jesus promised us.



## Question Words

Write a question for each question word. Ask one person each question and write down their answer.

1. Who

2. What

3. When

4. Where

5. Why

6. Which

7. How

God Created Everything

God created everything.

He spoke and created light. He spoke and created day and night.

He spoke and created water and sky.

He spoke and created land and plants.

He spoke and created the sun, moon, and stars.

He spoke and created animals in the sky, animals in the water, and animals on the land.

Then, He created one man and one woman.

**Vocabulary**

**created**  
**spoke**

**God**  
**water**

**sky**  
**land**

**Fill in the blanks.**

God \_\_\_\_\_ everything.

**Who** created everything? \_\_\_\_\_

God \_\_\_\_\_ and created light.

God created animals in the \_\_\_\_\_, in the \_\_\_\_\_, and on the \_\_\_\_\_.

**Which** animals did God create? \_\_\_\_\_

**Answer in complete sentences.**

**What** is your favorite animal? \_\_\_\_\_.

**Where** does your favorite animal live? \_\_\_\_\_.

**Tell one person the story.**

### God Created Everything

Only God was in the beginning. God created everything. He worked for six days. He spoke and created light. He spoke and created day and night. He spoke and created water and sky. He spoke and created land and plants. He spoke and created the sun, moon, and stars. He spoke and created animals in the sky, animals in the water, and animals on the land. Then, he created one man and one woman. God looked at everything. Everything was good. After six days, God finished his work and stopped. Now day seven is a special day for God.

### WHAT DID YOU DO YESTERDAY?

Yesterday I worked.

Yesterday we played cricket.

Yesterday she danced.

I	We	He/She
You	They	It

Create sentences using these words:

1. cooked
2. brushed my teeth
3. talked on the phone
4. fixed
5. smiled

Fill in the blanks by changing the verb to past tense.

Yesterday I \_\_\_\_\_ (clean) my house.

Yesterday they \_\_\_\_\_ (listen) to music.

Yesterday we \_\_\_\_\_ (wait) for the bus.

Yesterday you \_\_\_\_\_ (watch) a movie.

Practice this dialogue.

A: Hello Sarah. How are you?

B: I am good. How are you?

A: I am fine. What did you do yesterday?

B: Not much. Yesterday I cleaned my room. Then I listened to music. What about you?

A: I worked all day. At night, I watched a movie.

**Tell the story to one person!**

God Created People

God created people to be similar to himself. God created a man from the dirt. He put the man in a garden of fruit trees. There was one special tree in the garden. God said, "Do not eat this fruit." God created a woman to help the man in the garden.

Why Are You Crying?

Why **are** you crying?  
I **am** crying because I **am** sad.

I	am
You/We/They	are
She/he/It	is

Fill in the blanks with **am**, **are**, or **is**.

1. Why \_\_\_\_\_ you smiling?  
I \_\_\_\_\_ happy.
2. Why \_\_\_\_\_ he shouting?  
He \_\_\_\_\_ angry.
3. Why \_\_\_\_\_ she biting her nails?  
She \_\_\_\_\_ nervous.
4. Why \_\_\_\_\_ they sitting down?  
They \_\_\_\_\_ tired.
5. Why \_\_\_\_\_ it drinking?  
It \_\_\_\_\_ thirsty.

**Tell one person the story today.**



### God Created People

God created people to be similar to himself. He created a man from the dirt and breathed into him and the man came to life. God put the man in a garden of fruit trees. God put one special tree in the garden. The tree gave an understanding of good and evil. God told the man, "Do not eat this fruit, or you will die." God created a woman to help the man take care of the garden. God told them to have many children and to take care of all the animals.

### What Do You Do?

What do you do when you are nervous?

I bite my nails.

I sweat.

I eat.

**Answer the questions and then ask a friend.**

What do you do when you are...

1. sad? When I am sad, I \_\_\_\_\_
2. happy? \_\_\_\_\_
3. confused? \_\_\_\_\_
4. angry? \_\_\_\_\_
5. jealous? \_\_\_\_\_
6. excited? \_\_\_\_\_

**Share the story with a friend!**

## God Created People

God created people to be similar to himself. He created a man from the dirt and breathed into him and the man came to life. God put the man in a garden of fruit trees. God put one special tree in the garden. The tree gave an understanding of good and evil. God told the man, "Do not eat this fruit, or you will die." God created a woman to help the man take care of the garden. God told them to have many children and to take care of all the animals.

### **a/an and the**

1. God created \_\_\_\_\_ (a/an/the) stars.
2. I am hungry. Do you have \_\_\_\_\_ (a/an) apple?
3. Is there \_\_\_\_\_ (a/an/the) bank here?
4. My favorite animal is \_\_\_\_\_(a/an) elephant.
5. My friend is \_\_\_\_\_(a/an) girl.

Today is \_\_\_\_\_(a/an/the) good day. I have class at \_\_\_\_\_ (a/an/the) church. Our teacher is \_\_\_\_\_(a/an/the) American. She has \_\_\_\_\_(a/an/the) sister. I need \_\_\_\_\_ (a/an/the) pencil and \_\_\_\_\_(a/an/the) eraser for class. I remembered to do all of \_\_\_\_\_(a/an/the) homework!

The People Disobey God

When the man and woman were in the garden, they walked and talked with God. There was a snake in the garden. The woman said to the snake, "If we eat fruit from the tree of understanding of good and evil, we will die." The snake said, "You will not die." The man and woman ate the fruit and hid from God. God said, "Where are you? Did you eat the fruit? You will die." God took the man and the woman out of the garden. Now they could not walk and talk with God.

Irregular Past Tense

Am/Is/Are

Was/Were

Fill in the blanks.

Today I \_\_\_\_\_ angry.

Today we \_\_\_\_\_ happy.

Yesterday I \_\_\_\_\_ angry.

Yesterday we \_\_\_\_\_ happy.

Today he \_\_\_\_\_ excited.

Today they \_\_\_\_\_ nervous.

Yesterday he \_\_\_\_\_ excited.

Yesterday they \_\_\_\_\_ nervous.

Fill in the blank with the irregular past tense.

Everyday I eat an apple.

Everyday I take my lunch to school.

Yesterday I \_\_\_\_\_ an apple.

Yesterday I \_\_\_\_\_ my lunch to school.

Everyday I hide from my brother.

Everyday I say goodbye to my mother.

Yesterday I \_\_\_\_\_ from my brother.

Yesterday I \_\_\_\_\_ goodbye to my mother.

### The People Disobey God

When the man and woman were in the garden, they walked and talked with God. There was a snake in the garden. Satan entered into the snake. The snake asked about what God said. "You can't eat any of the fruit?" The woman said, "No. There is only one tree we can't eat from. If we eat fruit from the tree of understanding of good and evil, we will die." The snake said, "You will not die. God knows you will be like Him and know about good and evil." The woman saw the fruit, and it looked good. The man and the woman ate the fruit, felt ashamed, and hid from God. God said, "Where are you? Did you eat the fruit? You will die." God took the man and woman out of the garden. Now they could not walk and talk with God.

Draw the three scenes from the story.

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Share the story with one person!

### The People Disobey God

When the man and woman were in the garden, they walked and talked with God. There was a snake in the garden. Satan entered into the snake. The snake asked about what God said. "You can't eat any of the fruit?" The woman said, "No. There is only one tree we can't eat from. If we eat fruit from the tree of understanding of good and evil, we will die." The snake said, "You will not die. God knows you will be like Him and know about good and evil." The woman saw the fruit, and it looked good. The man and the woman ate the fruit, felt ashamed, and hid from God. God said, "Where are you? Did you eat the fruit? You will die." God took the man and woman out of the garden. Now they could not walk and talk with God.

### Prepositions

Underline the prepositions in the story above.

Fill in the blank with the correct preposition.

1. I walked \_\_\_\_\_ the market.
  - a. up
  - b. over
  - c. to
  - d. above
  
2. He took the money \_\_\_\_\_ his pocket.
  - a. out of
  - b. into
  - c. down
  - d. by
  
3. He jumped \_\_\_\_\_ the dog.
  - a. into
  - b. out of
  - c. under
  - d. over

### David Becomes King

The man and woman had children, and they had children. They wanted a king. God told his spokesperson, Samuel, "I chose a man to be king. Find his father." Samuel thought, "The oldest son will be king." God said, "No! I look at a person's thoughts and heart." God chose the youngest son, David, to be king. Samuel blessed David. God promised David, "Your family's kingdom will continue forever."

### Irregular Past Tense

1. Every day I send my son to the market.

Yesterday I \_\_\_\_\_ my son to the market.

2. Every day I choose to eat outside.

Yesterday I \_\_\_\_\_ to eat outside.

Fill in the blanks. Use each word one time to complete the story.

chose

walked

invited

ate

saw

sent

looked

finished

talked

Yesterday I \_\_\_\_\_ to the market. I \_\_\_\_\_ at all of the clothes. I \_\_\_\_\_ a blue shirt. After I \_\_\_\_\_ shopping, I was hungry. I went to a restaurant and \_\_\_\_\_ some rice and beans. Then I went to the Post Office and \_\_\_\_\_ my mother a letter. At the Post Office I \_\_\_\_\_ my friend. We \_\_\_\_\_ for a few minutes about school. She told me that tomorrow is her birthday and she \_\_\_\_\_ me to her party. I am so excited!

### David Becomes King

The man and woman had many children, and their children had children. Many years later, they wanted a king. God told his spokesperson, Samuel, "I chose a man to be king. Go to the city named Bethlehem, and find his father." Samuel went to meet the man and his sons. Samuel thought, "The oldest son will be king." God said, "No! People look at the outside, but I look at a person's thoughts and heart." The man showed seven of his sons to Samuel, but God did not choose any of them. The youngest son, David, came to meet Samuel, and God said, "This is the man I choose." Samuel blessed David. When David became king, God promised David, "Your family's kingdom will continue forever."

### Possessive Nouns

When you add 's to a singular noun it becomes a possessive noun.

girl – singular noun

girls- plural noun

girl's – possessive noun

The girl's hair is brown. (The hair belongs to the girl.)

Change the following phrases to make them possessive nouns.

Example: The shoe of the boy – The boy's shoe.

1. The tea of the woman

\_\_\_\_\_

2. The purse of the girl

\_\_\_\_\_

3. The cat of the boy

\_\_\_\_\_

4. The toys of the child

\_\_\_\_\_

5. The arm of the man

\_\_\_\_\_

Read the story. Can you find the possessive nouns in the story? Write them on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### David Becomes King

The man and woman had many children, and their children had children. Many years later, they wanted a king. God told his spokesperson, Samuel, "I chose a man to be king. Go to the city named Bethlehem, and find his father." Samuel went to meet the man and his sons. Samuel thought, "The oldest son will be king." God said, "No! People look at the outside, but I look at a person's thoughts and heart." The man showed seven of his sons to Samuel, but God did not choose any of them. The youngest son, David, came to meet Samuel, and God said, "This is the man I choose." Samuel blessed David. When David became king, God promised David, "Your family's kingdom will continue forever."

### Comparisons

Circle the correct comparison.

1. Adam is the (older than, oldest) man.
2. Shelly and Pinkie are both pretty, but I think Shelly is (prettier than, prettiest) Pinkie.
3. Michelle is the (tallest, taller than) of her sisters.
4. That book is (bigger than, biggest) my book.
5. That is the (fatter than, fattest) dog I have ever seen!

Fill in the blank.

\_\_\_\_\_ is easier than doing homework.

\_\_\_\_\_ is the nicest person I have ever met.

\_\_\_\_\_ is the coldest place I have ever been.

I am shorter than \_\_\_\_\_.

I am the \_\_\_\_\_ student in class.



### A Promise

Many years after King David died, his kingdom did not listen to God. God said, "I will punish you and take your kingdom away." God told his spokesperson, "One day many children will die, but I will choose a new king from King David's family. "When the New King comes, He will save you." God promised them, "I will forgive you and forget the bad things you did."

### Conjunctions

Read through the story. Circle the conjunctions in the story.

Choose the correct conjunction to fill in the blank.

1. Mary \_\_\_\_\_ Joanne are my sisters.
  - a. and
  - b. but
2. I wanted to call you last night, \_\_\_\_\_ my brother was on the phone.
  - a. and
  - b. but
3. I did my homework, \_\_\_\_\_ I cleaned my room.
  - a. and
  - b. but
4. She went to the store \_\_\_\_\_ bought some new shoes.
  - a. and
  - b. but
5. Yesterday I went to school, \_\_\_\_\_ I was late.
  - a. and
  - b. but

**Share the story with a friend! Write down what they said when you told them.**

A Promise

Many years after King David died, his kingdom did not listen to God. God said, "I will punish you and take your kingdom away." Then, God gave his spokesperson, Jeremiah, a dream. In the dream, God said, "One day women in Bethlehem will weep because their children are dead, but there is hope for your future. I will give you back your kingdom, and choose a new king from King David's family, and when the Promised King comes He will save you. The people were outcasts and no one cared about them, but God said, "I love you and when the Promised King comes everyone will know me, and I will forgive you and forget the bad things you did."

**Share the story with a friend! Write down what they said when you told them.**

Vocabulary

punish

outcasts

hope

forgive

dream

weep

save

forget

Choose one of the vocabulary words to fill in the blank. You will use each word only one time.

1. Last night I had a \_\_\_\_\_.
2. I \_\_\_\_\_ that I do well on my exam.
3. \_\_\_\_\_ means to cry.
4. God loved the \_\_\_\_\_.
5. Please \_\_\_\_\_ me. I did not mean to hurt you.
6. Do not \_\_\_\_\_ to do your homework.
7. God promised that he would \_\_\_\_\_ the people.
8. The teacher will \_\_\_\_\_ you if you do not listen.

### A Promise

Many years after King David died, his kingdom did not listen to God. God said, "I will punish you and take your kingdom away." Then, God gave his spokesperson, Jeremiah, a dream. In the dream, God said, "One day women in Bethlehem will weep because their children are dead, but there is hope for your future. I will give you back your kingdom, and choose a new king from King David's family, and when the Promised King comes He will save you. The people were outcasts and no one cared about them, but God said, "I love you and when the Promised King comes everyone will know me, and I will forgive you and forget the bad things you did."

**Share the story with a friend! Write down what they said when you told them.**

### Future Tense

1. What will you do when you get home?
2. What will you learn about at school?
3. What will you do on Saturday?
4. Where will you go on Sunday?
5. What will you eat for dinner?

## God's People Become Prisoners

The people did not listen to God, so God took their kingdom away from them. Foreigners came and took the people far away. The people were sad and they were outcasts. Seventy years later, they returned to their kingdom.

### Conditionals

Complete the sentence.

1. If we go to the park, \_\_\_\_\_.
2. If I buy a car, \_\_\_\_\_.
3. If I do not have to work tomorrow, \_\_\_\_\_.
4. If my friend comes to visit, \_\_\_\_\_.
5. If it is sunny tomorrow, \_\_\_\_\_.

Complete the sentence.

1. \_\_\_\_\_, will you come?
2. \_\_\_\_\_, then I will come visit you.
3. \_\_\_\_\_, will you help me?
4. \_\_\_\_\_, then I will get a job.
5. \_\_\_\_\_, will you tell me?

**Share the story with a friend!**

## God's People Become Prisoners

The people did not listen to God, so God took their kingdom away from them. Foreigners came and destroyed their capital. The foreigners took the people far away to be prisoners. The people were sad, and they missed their country. In the foreigners' country, the people were laughed at because they were outcasts. Seventy years later, God destroyed the foreigners' kingdom and the people returned to their country.

## Conditionals

Complete the sentences.

1. If I could have any job, \_\_\_\_\_.
2. If I were rich, \_\_\_\_\_.
3. If I could fly, \_\_\_\_\_.

Answer the questions with complete sentences.

1. If you could have one wish, what would it be?
  
2. If you could live anywhere, where would you live?

Write your own conditional.

**Share the story with someone today!**

## God's People Become Prisoners

The people did not listen to God, so God took their kingdom away from them. Foreigners came and destroyed their capital. The foreigners took the people far away to be prisoners. The people were sad, and they missed their country. In the foreigners' country, the people were laughed at because they were outcasts. Seventy years later, God destroyed the foreigners' kingdom and the people returned to their country.

### Conditionals

Match the conditionals.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. If you behave yourself         | a. I would travel the world.         |
| 2. If you finish                  | b. I will get sick.                  |
| 3. If I had enough money          | c. I would find life very difficult. |
| 4. If I lost my job               | d. you will fail.                    |
| 5. If it rained for a whole month | e. you can come.                     |
| 6. If you need anything           | f. I'd ride a boat to school.        |
| 7. If we're leaving soon          | g. I will get my coat.               |
| 8. If you don't try harder        | h. I would not work.                 |
| 9. If I travel by bus             | i. you can go out.                   |
| 10. If I were famous              | j. ask.                              |

**Share the story with someone today!**

### Jesus is Born

Many years after God promised to send a new king and give forgiveness, He sent Jesus. Before Jesus was born, Mary was engaged to Joseph. Joseph came from King David's family. Mary had never slept with a man, but she became pregnant. In a dream, an angel told Joseph, "The child is from God's Spirit. He will save his people from the punishment of the bad things they did." Mary had a son and they named him Jesus.

### Conjunctions: Before and After

1. I eat dessert \_\_\_\_\_ I eat dinner.
  - a. before
  - b. after
2. I brush my teeth \_\_\_\_\_ I go to sleep.
  - a. after
  - b. before
3. What did you do before English class?
4. What will you do after English class?
5. Share today's story. After you tell them the story, ask them what they liked about it.

Jesus is Born

Many years after God promised to send a new king and give forgiveness, God sent Jesus. Before Jesus was born, Mary was engaged to Joseph. Joseph came from King David's family. Mary had never slept with a man, but she became pregnant by the power of God's Spirit. Joseph was going to end the engagement, but God gave Joseph a dream. In the dream, an angel told Joseph to marry Mary because the child was from God's Spirit. The angel said, "Mary will have a son. Name him Jesus. He will save his people from the punishment for the bad things they do." Joseph married Mary. Mary had a son and they named him Jesus.

Read the story. Underline the sentences that are in future tense.

Write the word in past tense.

1. Many years before, God \_\_\_\_\_ (promise) to forgive us.
2. Mary and Joseph were \_\_\_\_\_ (engage).
3. God \_\_\_\_\_ (give) Joseph a dream.
4. God \_\_\_\_\_ (send) Jesus.
5. An angel \_\_\_\_\_ (tell) Joseph to marry Mary.
6. Joseph \_\_\_\_\_ (come) from David's family.

Share this story with a friend.



Jesus is Born

Many years after God promised to send a new king and give forgiveness, God sent Jesus. Before Jesus was born, Mary was engaged to Joseph. Joseph came from King David's family. Mary had never slept with a man, but she became pregnant by the power of God's Spirit. Joseph was going to end the engagement, but God gave Joseph a dream. In the dream, an angel told Joseph to marry Mary because the child was from God's Spirit. The angel said, "Mary will have a son. Name him Jesus. He will save his people from the punishment for the bad things they do." Joseph married Mary. Mary had a son and they named him Jesus.

Future Tense

go

take

finish

eat

play

Fill in the blanks with the correct future tense. Use each word one time.

1. Martha \_\_\_\_\_ to the park tomorrow night.
2. Tammy \_\_\_\_\_ her homework next week.
3. Gina \_\_\_\_\_ with her friends next Friday.
4. Stephanie \_\_\_\_\_ pizza for dinner tonight.
5. Lily \_\_\_\_\_ an exam tomorrow.

### Herod Learns about a New King

Herod was king when Jesus was born. Some men asked Herod, "Where is the Promised King?" Herod was worried because this was the king God promised to the spokesperson. The men found Jesus in Bethlehem. In a dream, God told the men not to return to Herod. Joseph, Mary, and Jesus left. Herod ordered all the baby boys in Bethlehem to be killed.

### Contractions

Write the contraction in the blank.

1. Where is \_\_\_\_\_
2. What is \_\_\_\_\_
3. He is \_\_\_\_\_
4. We are \_\_\_\_\_
5. I am \_\_\_\_\_

Circle the contraction and then write what two words it stands for.

1. They're at the park today.                    \_\_\_\_\_                    \_\_\_\_\_
2. Who's coming to your house?                    \_\_\_\_\_                    \_\_\_\_\_
3. I am happy that it's raining today.                    \_\_\_\_\_                    \_\_\_\_\_
4. She's at the market right now.                    \_\_\_\_\_                    \_\_\_\_\_
5. That's not very nice.                    \_\_\_\_\_                    \_\_\_\_\_

**Tell the story to a friend.**

### Herod Learns about a New King

Herod was king when Jesus was born. Some men asked Herod, "Where is the Promised King? We want to worship him." Herod was worried because this was the king God promised to Jeremiah. Herod said, "Look for the child in Bethlehem." The men found Jesus in Bethlehem. They worshipped him and gave him gifts. In a dream, God told the men not to return to Herod. In another dream an angel told Joseph, "Leave! Herod will look for your child to kill him." Joseph, Mary, and Jesus left. When the men did not return, Herod was very angry. He ordered all the baby boys in Bethlehem to be killed. The women were weeping because their children died.

### Plurals

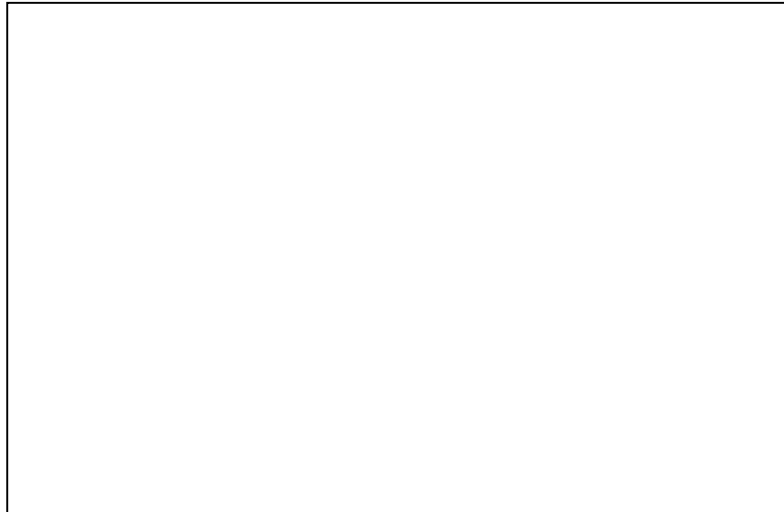
1. Three (woman/women) went to the market.
2. They saw a (child/children) playing in the street.
3. There were lots of (person/people) at the market.
4. The (child/children) were running and playing.
5. A (man/men) asked a (child/children) how to find the market.
6. The three (man/men) were drinking tea.
7. A (woman/women) was washing the floor.
8. How many (person/people) are in this class?
9. I saw a (woman/women) with purple eyes.
10. There is only one (person/people) from Indiana.

### Herod Learns about a New King

Herod was king when Jesus was born. Some men asked Herod, "Where is the Promised King? We want to worship him." Herod was worried because this was the king God promised to Jeremiah. Herod said, "Look for the child in Bethlehem." The men found Jesus in Bethlehem. They worshipped him and gave him gifts. In a dream, God told the men not to return to Herod. In another dream an angel told Joseph, "Leave! Herod will look for your child to kill him." Joseph, Mary, and Jesus left. When the men did not return, Herod was very angry. He ordered all the baby boys in Bethlehem to be killed. The women were weeping because their children died.

#### Directions

Draw a map to get from your house to your school. Be prepared to tell the directions.



**Share the story with one person!**

### Woman at the Well

One day when Jesus was older, he stopped at a well because he was tired. A woman came to the well for water, and Jesus asked her for a drink. The woman was surprised that Jesus was talking to her, because Jesus' people did not like her people. Jesus told her, "I can give you eternal life." Then he told her he knew about her life and the bad things she was doing. Jesus told her he was the Promised King.

### Past Continuous

Fill in the blank with **was** or **were**.

1. Yesterday, we \_\_\_\_\_ speaking English.
2. At school, the students \_\_\_\_\_ making faces at their teachers.
3. I \_\_\_\_\_ writing a letter when you called.
4. She \_\_\_\_\_ listening to music last night.
5. You \_\_\_\_\_ laughing at me.

Fill in the blanks. Use the past continuous.

Last week I \_\_\_\_\_ (read) when the power went out. I asked Sarah to bring me a flashlight, but she \_\_\_\_\_ (listen) to music and she did not hear me. Later, we \_\_\_\_\_ (walk) home and I tripped over something. A dog \_\_\_\_\_ (sit) in the middle of the road! He growled at me and so I started running. I heard a noise and so I turned around. Now there were three dogs and they \_\_\_\_\_ (bark) loudly at me! I ran inside and shut the door. Whew! That was close! I did not go outside again that night.

**Share the story!**

### Woman at the Well

When Jesus was older and on a journey, he sat next to a well because he was tired. A woman came to the well for water, and Jesus asked her for a drink. The woman was surprised that Jesus talked to her, because Jesus' people did not like the woman's people. Jesus told her, "I can give you eternal life. Go and get your husband and come back here." The woman said, "I do not have a husband." Jesus said, "You are right! You do not have a husband; you had five husbands and the man you live with now is not your husband." Jesus also told her that he was the Promised King, and she believed him. She went back to her village and told people about Jesus, and many people came to meet him. Many people believed in Jesus.

### Dinner Conversation: Asking Someone to Dinner

**A: Hello**

**B: Hi Jeff. It's Amanda.**

**A: Hi Amanda. What's up?**

**B: Well, I was wondering if you'd like to grab a bite to eat?**

**A: Sure. What did you have in mind?**

**B: I'm in the mood for Italian.**

**A: I wouldn't mind Italian. I know a really good place downtown.**

**B: What's the name of it?**

**A: Mario's. They have the best pasta in town.**

**B: Where's it located?**

**A: It's on Oak Street next to the hospital.**

**B: Oak Street next to the hospital. I think I can find that.**

**A: What time do you want to meet?**

**B: Why don't we meet at 6 o'clock?**

**A: Six o'clock it is then. See you there.**

Practice the dialogue with several friends. Then interview them.

1. What is the best food you have ever tasted?
2. Where is your favorite place to eat?
3. What is your favorite food?

**Share the story!**

### Woman at the Well

When Jesus was older and on a journey, he sat next to a well because he was tired. A woman came to the well for water, and Jesus asked her for a drink. The woman was surprised that Jesus talked to her, because Jesus' people did not like the woman's people. Jesus told her, "I can give you eternal life. Go and get your husband and come back here." The woman said, "I do not have a husband." Jesus said, "You are right! You do not have a husband; you had five husbands and the man you live with now is not your husband." Jesus also told her that he was the Promised King, and she believed him. She went back to her village and told people about Jesus, and many people came to meet him. Many people believed in Jesus.

### Idioms

Write what each idiom means in your own words.

1. You can count on me.
2. Bite your tongue.
3. Put your foot in your mouth.
4. Put your best foot forward.
5. Stick your neck out.

Do you have any idioms in your language? Write them down.

**Share the story with a friend!**

Jesus Changes a Man's Life

One day, Jesus was walking in a crowd. A short man wanted to see Jesus, so he climbed a tree. Jesus said, "Zacchaeus! Come down! I am going to your home today." Zacchaeus climbed down and took Jesus to his home. The crowd said, "Jesus is going to a bad man's house." Zacchaeus said, "I will give half of my money to the poor." Jesus said, "Because Zacchaeus believes me, now he has forgiveness and a right relationship with God."

What is my profession?

mechanic      mail carrier      cook      musician      carpenter      vet      police officer      teacher  
dentist      doctor

Read the clues to solve which profession it is.

1. You have to visit me if you eat too many sweets. \_\_\_\_\_
2. I like to build things. \_\_\_\_\_
3. I make sure that people are following laws. \_\_\_\_\_
4. Did you do your homework? \_\_\_\_\_
5. Hungry? I can help. \_\_\_\_\_
6. You come to me when you are sick. \_\_\_\_\_
7. I bring good and bad news. \_\_\_\_\_
8. I can make your engine purr. \_\_\_\_\_
9. I can help you relax. Just listen. \_\_\_\_\_
10. Have a problem with your pet? Call me. \_\_\_\_\_



### Jesus Changes a Man's Life

One day, Jesus was walking in a crowd. A rich government worker wanted to see Jesus, but this worker was a very short man. He could not see over the crowd. He ran ahead of the crowd and climbed a tree beside the road. When Jesus walked by the man, he looked up at him and said his name. "Zacchaeus!" Jesus said, "Come down quickly! I am going to your home today." Zacchaeus quickly climbed down the tree and happily took Jesus to his home. The crowd was not happy. They said, "Jesus is going to a bad man's house." Zacchaeus said to Jesus, "I will give half of my money to the poor. If I cheated someone, I will give back what I took, and more!" Jesus said, "Because Zacchaeus believes me, he has forgiveness and a right relationship with God. I came to find people like Zacchaeus and give them forgiveness and a right relationship with God."

### Professions

1. In your opinion, what is the best profession? Why?
2. In your opinion, what is the worst profession? Why?
3. Is there any job that you would not do? Which one?
4. If you could do any job, what would you do? Why?

Share the story!

### Jesus Changes a Man's Life

One day, Jesus was walking in a crowd. A rich government worker wanted to see Jesus, but this worker was a very short man. He could not see over the crowd. He ran ahead of the crowd and climbed a tree beside the road. When Jesus walked by the man, he looked up at him and said his name. "Zacchaeus!" Jesus said, "Come down quickly! I am going to your home today." Zacchaeus quickly climbed down the tree and happily took Jesus to his home. The crowd was not happy. They said, "Jesus is going to a bad man's house." Zacchaeus said to Jesus, "I will give half of my money to the poor. If I cheated someone, I will give back what I took, and more!" Jesus said, "Because Zacchaeus believes me, he has forgiveness and a right relationship with God. I came to find people like Zacchaeus and give them forgiveness and a right relationship with God."

#### Adverbs

Underline the adverb in the sentence.

1. Choose your words carefully.
2. The boy ran quickly to the store.
3. The woman yelled loudly at her child.
4. He slowly climbed the steps.
5. She talked softly to the teacher.

Fill in the blanks with adverbs.

One day Jesus was walking \_\_\_\_\_ in a crowd. A government official was \_\_\_\_\_ pushing through the crowd. He wanted to see Jesus. He was too short, so he \_\_\_\_\_ ran ahead of the crowd. He \_\_\_\_\_ climbed a tree and \_\_\_\_\_ waited. Soon, Jesus was \_\_\_\_\_ walking by. He looked \_\_\_\_\_ up at Zacchaeus and said \_\_\_\_\_, "Zacchaeus, come down \_\_\_\_\_. I'm going to your house."

### Jesus' Death

The religious leaders were jealous of Jesus because he had many followers. His followers believed he was the Promised King. The religious leaders falsely accused Jesus and had him arrested and put to death.

Jesus' hands and feet were nailed to a cross and the cross was raised up. People said horrible things to Jesus as he hung on the cross. Jesus hung on a cross for many hours, and then he shouted, "It is finished!" After Jesus said this, he died. His body was taken down from the cross and placed in a tomb.

### Synonyms

Use the words in the box to find synonyms for the underlined words:

jump	little
thin	sick
angry	chair

1. Jack was mad because the other kids laughed at him.

\_\_\_\_\_

2. The baby's hands were small.

\_\_\_\_\_

3. He is so skinny that his clothes do not fit now.

\_\_\_\_\_

4. Sally wasn't at school because she was ill.

\_\_\_\_\_

5. He tried to hop over the puddle.

\_\_\_\_\_

6. Someone was sitting in my seat.

\_\_\_\_\_

### Jesus' Death

The religious leaders were jealous because Jesus had many followers. His followers believed he was the Promised King. The religious leaders falsely accused Jesus and had him arrested and put to death. Jesus' hands and feet were nailed to a cross and the cross was raised up. People said horrible things to Jesus as he hung on the cross, but the criminal next to him knew that Jesus was innocent. The criminal said, "I deserve to die for my crimes, but this man has done nothing wrong. Jesus, remember me when you become king." Jesus promised the criminal, "Today you will be with me in paradise." Jesus hung on the cross for many hours, and then he shouted, "It is finished!" After he said this, he died. His body was taken down from the cross and placed in a tomb

### Synonyms

Match the synonyms. Draw a line from the letter that matches the correct synonym.

- |              |          |
|--------------|----------|
| 1. street    | a. gift  |
| 2. ache      | b. road  |
| 3. shut      | c. start |
| 4. simple    | d. pain  |
| 5. large     | e. clean |
| 6. loud      | f. noisy |
| 7. begin     | g. close |
| 8. difficult | h. easy  |
| 9. neat      | i. big   |
| 10. present  | j. hard  |

Share the story!

### Jesus' Death

The religious leaders were jealous because Jesus had many followers. His followers believed he was the Promised King. The religious leaders falsely accused Jesus and had him arrested and put to death. Jesus' hands and feet were nailed to a cross and the cross was raised up. People said horrible things to Jesus as he hung on the cross, but the criminal next to him knew that Jesus was innocent. The criminal said, "I deserve to die for my crimes, but this man has done nothing wrong. Jesus, remember me when you become king." Jesus promised the criminal, "Today you will be with me in paradise." Jesus hung on the cross for many hours, and then he shouted, "It is finished!" After he said this, he died. His body was taken down from the cross and placed in a tomb.

Read the poem. Practice the poem and be prepared to present it at the next class.

### At the Zoo

by William Makepeace Thackeray

First I saw the white bear, then I saw the black.  
Then I saw the camel with a hump upon his back.  
Then I saw the grey wolf, with mutton in his maw;  
    Then I saw the wombat waddle in the straw;  
    Then I saw the elephant awaving of his trunk;  
Then I saw the monkeys – mercy, how unpleasantly they smelt!

Share the poem and story with a friend.

Jesus is Alive

After Jesus died, some of his followers went to his tomb. It was open, and Jesus' body was not inside. Two angels came and said, "He is alive!" Jesus came to his followers. He showed them his hands and his feet. He said that he was killed and resurrected because it was God's plan. Then, he went up into the clouds. Now he sits on a throne in heaven. Jesus is the Promised King. Then two angels came and said, "Jesus went to heaven. Someday he will return the same way you saw him go!"

Antonyms

Find the antonym of the underlined word.

1. When I came home, the door was closed.

- a. shut
- b. sealed
- c. open

2. The girl was talking very fast.

- a. quickly
- b. slowly
- c. rapidly

3. The old man was very rich.

- a. wealthy
- b. poor
- c. prosperous

4. My friend Sue is very wise.

- a. foolish
- b. intelligent
- c. clever

### Jesus is Alive

Three days after Jesus died, some of his followers went to his tomb. It was open, and Jesus' body was not inside. Two angels came to them, and the followers were scared. The angels asked them, "Why are you looking in a tomb for someone who is alive? He isn't here! He came back to life!" Later, Jesus came to his followers. He showed them his hands and his feet. He said that he was killed and resurrected because it was God's plan. He said, "Tell this Good News to everyone." Then, Jesus went up into the clouds. Now he sits on a throne in heaven. Jesus is the Promised King. As the followers tried to see Jesus, two angels came to them. The angels said, "Why are you staring at the sky? Jesus was taken to Heaven. Someday he will return the same way you saw him go!"

### Antonyms

1. It was very noisy on Diwali with all of the bombs and crackers exploding. What is an antonym of noisy?
    - a. loud
    - b. quiet
    - c. deafening
  2. My aunt is always giving me gifts because she is very generous. What is an antonym of generous?
    - a. charitable
    - b. giving
    - c. stingy
  3. My English class is so boring that I almost fell asleep in class. What is an antonym of boring?
    - a. dull
    - b. interesting
    - c. unexciting
  4. It is very dangerous to cross the street in front of a bus because you might get hurt. What is an antonym of dangerous?
    - a. safe
    - b. hazardous
    - c. risky
- Share the story!

Jesus is Alive

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Present and Past Tense

Read the sentences in the present tense.

Now I **am** an adult. I **live** in a big city. There **is** a lot of traffic and we **know** only a few people. The children **walk** to school or go by car. After school they **watch** television. Children **have** less freedom now.

Change the verbs in bold to past tense and write them in the blanks below.

When I \_\_\_\_\_ a child, I \_\_\_\_\_ in a big city. There \_\_\_\_\_ a lot of traffic and we \_\_\_\_\_ only a few people. The children \_\_\_\_\_ to school or \_\_\_\_\_ by car. After school they \_\_\_\_\_ television. Children \_\_\_\_\_ less freedom then.

Share the story!



### A Jailer Believes in Jesus

One day two of Jesus' followers were in jail. The jailer thought that the prisoners ran away, so he was going to kill himself. One of the followers said, "Stop!" The jailer asked, "How can I be saved?" They said, "Believe in Jesus, you and your family will be saved." The jailer and his family were baptized in water to show their commitment to Jesus. They celebrated because they all believed in God.

### Intentions

Fill in the blank with **was going to** or **going to**.

1. We're \_\_\_\_\_ buy a new car next month.
2. I \_\_\_\_\_ study for my test, but I had no time.
3. My grandma \_\_\_\_\_ visit us, but she fell and broke her arm.
4. What are you \_\_\_\_\_ eat for lunch today?
5. I'm not \_\_\_\_\_ watch TV until my homework is finished.
6. I \_\_\_\_\_ go to school, but then I got sick.

**Who are you going to share the story with today?**

### A Jailer Believes in Jesus

One day, some people lied about two followers of Jesus. The followers were arrested. While the followers were singing and praying in the jail, there was a big earthquake. All the doors opened, and the chains fell off all the prisoners! The jailer thought that the prisoners ran away, so he was going to kill himself. One of Jesus' followers shouted, "Stop! Don't kill yourself! We are all here!" The jailer asked, "How can I be saved?" They said, "Believe in Jesus, and you and your family will be saved." They told the jailer and his family the Good News about Jesus. The jailer and his family were baptized in water to show their commitment to Jesus. They celebrated because they all believed in God. The next day the government freed the followers.

### Past Continuous

Complete the sentence with a statement in the past tense.

Example: I was walking last night *when I got hit by a car.*

1. I was looking for my cat this morning \_\_\_\_\_.
2. I was bathing this morning \_\_\_\_\_.
3. They were walking home from school \_\_\_\_\_.
4. She was watching TV \_\_\_\_\_.

Complete the sentence with a past continuous action.

Example: *I was eating* when the doorbell rang.

1. \_\_\_\_\_ when she fell asleep.
2. \_\_\_\_\_ when the accident happened.
3. \_\_\_\_\_ when a dog bit me.
4. \_\_\_\_\_ when he got arrested.

**Share the story with someone today!**

### A Jailer Believes in Jesus

One day, people lied about two followers of Jesus. The followers were arrested. While the followers were praying and singing in the jail, there was a big earthquake. All the doors opened, and the chains fell off all the prisoners! The jailer thought that the prisoners ran away, so he was going to kill himself. But one of Jesus' followers shouted, "Stop! Don't kill yourself! We are all here!" The jailer asked, "How can I be saved?" They said, "If you believe in Jesus, you and your family will be saved." They told the jailer and his family the Good News about Jesus. The jailer and his family were baptized in water to show their commitment to Jesus. They celebrated because they all believed in God. The next day the government freed the followers.

### Talking about time

Use the pictures to answer the questions.



**Time: 11AM**

**Action: Sitting**

1. What was she doing at 11AM?



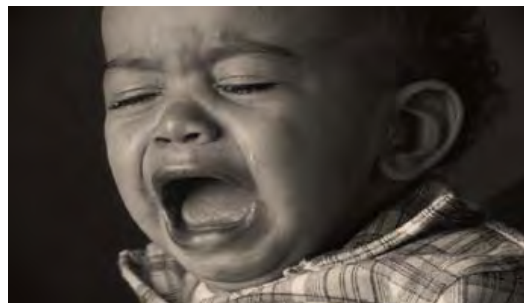
**Time: 2PM**

**Action: Teaching**

2. What was he doing at 2PM?



**Time: 6PM Action: Playing the piano**  
What was she doing at 6PM?



**Time: Midnight Action: Crying**  
What was he doing at midnight?

Share the story with someone today!

A Foreigner Believes in Jesus

After Jesus went to Heaven, his followers went everywhere telling people the good news about Jesus. One follower was named Philip. One day an angel told Philip, "Go to the road in the desert." Philip went and met a foreigner. The foreigner was reading a book written by a spokesperson like Jeremiah. The foreigner asked, "Who is this spokesperson talking about?" Philip explained that the spokesperson was talking about Jesus. Philip told the foreigner the good news about Jesus. The foreigner said, "I believe Jesus is the Son of God!"

**Prefixes**

Choose the correct prefix to add to the root word to make a new word. Write the new word in the box.

Prefixes	Root Word	New Word
un/re/non	apply	<i>reapply</i>
un/re/non	play	
un/dis/re	even	
un/re/non	fiction	
un/dis/re	honest	
un/re/dis	equal	

**Share the story with someone.**

A Foreigner Believes in Jesus

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Adjectives

Adjectives answer one of three questions. Which one? What kind? or How many?

**Read the sentences and underline the adjective. Then write which question it answers.**

- 1. I ate three pieces of cake yesterday. \_\_\_\_\_
- 2. The red apple fell off of the cart. \_\_\_\_\_
- 3. A cold breeze was blowing. \_\_\_\_\_
- 4. The old table was in the corner. \_\_\_\_\_
- 5. Many years ago Jesus was born. \_\_\_\_\_
- 6. I can't find my wool shawl. \_\_\_\_\_

**Share the story with someone today!**

### A Foreigner Believes in Jesus

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**Share this story with a friend!**

## God's Promise

God created the first people to be similar to himself, and He walked and talked with them. One day the people disobeyed God, and God stopped walking and talking with them. When there were many people in the world, God chose David to be king. God promised David, "Your family's kingdom will continue forever." The people still did not obey God, so He took their kingdom away, but God promised, "I will choose a new king from King David's family, and He will save you and I will forgive you." Many years later, Mary became pregnant, but she never slept with a man. Her fiancée Joseph came from King David's family. An angel said, "The child is from God. He will save people from the punishment of the bad things they do." Mary had a son, and they named him Jesus. Many people believed that Jesus was the Promised King. Jesus loved everyone, forgave people, and promised to give eternal life. He changed people's lives and gave them a right relationship with God. After Jesus died, God gave him life again! Now He sits on a throne in Heaven. Jesus is the Promised King!





## Placement Interview

### Six steps of the interview:

1. Greeting
2. Comprehension
3. Speaking
4. Reading
5. Storytelling
6. Conclusion

#### 1. Greeting

**Purpose:** To relax the student. This will also produce a first impression of the student's fluency level.

Teacher says:

My name is \_\_\_\_\_.

What is your name?

Where are you from?

How old are you?

How the student handles the initial greeting questions will give you an idea of whether the student is a beginner or has a higher fluency level.

#### 2. Comprehension

**Purpose:** To determine if the student understands what he or she hears in English.

#### Show placement picture A—comprehension

##### Beginner

Teacher says:

Point to a ...

- snake                  moon                  king                  mechanic
- sun                      star                      plant                  garden

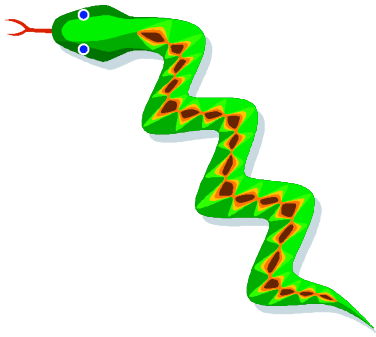
**Intermediate or Advanced**

Teacher says:

- How does a snake move?
- Talk about the sun.
- When can you see the moon?
- Where do you see stars?
- What does a king wear?
- What color are plants?
- What does a mechanic do?
- What can you see in a garden?

If the student hesitates, point to the appropriate picture and repeat.

*If the student comprehended six or more of the commands or questions on picture A, move to picture B.  
If not, move to the Speaking section of the interview.*



**PLACEMENT PICTURE A**



**Show placement picture B—comprehension**

Teacher says:

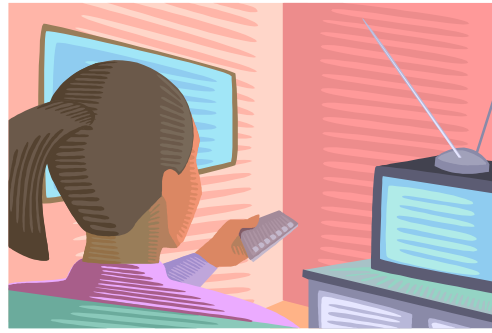
Which person is...

Why do you think this person is...

- running      sleeping      laughing      working
- eating      cooking      talking      watching TV



Placement Interview



**PLACEMENT PICTURE B**





### 3. Speaking

**Purpose:** To see how well the student can speak English. This is the most important section.

**Things to listen for:**

- Intelligibility      Complete sentences      Vocabulary      Idioms
- Grammar      Correct tenses      Use of prepositions      Plurals

There are two pictures for this section of the interview – placement picture C and placement picture D.

**Show placement picture C –speaking**

Teacher says:

Who is in the picture on the right?  
Talk about your family.

What did you do yesterday?  
What will you do tomorrow?

Talk about the picture on the left.  
What are they doing?

If the student is speaking intelligibly and in complete sentences, move to placement picture D.  
Otherwise, go to the reading section.





**PLACEMENT PICTURE C**



**Show placement picture D –speaking**

Teacher says:

Which person is...

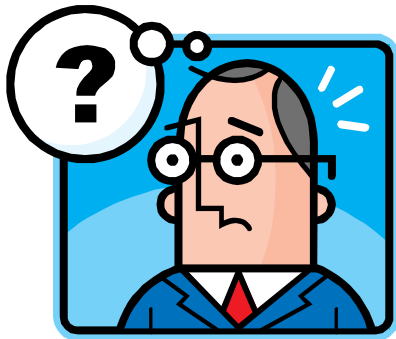
Why do you think they are...

sad	happy	angry
confused	scared	surprised

What makes you...

sad	happy	angry
-----	-------	-------





**PLACEMENT PICTURE D**





## Reading

**Purpose:** To determine whether a student can pronounce English from the printed page and can understand what he or she reads.

Teacher says:

Read number 1.

Who created everything?

What did He create?

Where were the man and

If the student cannot read number 2, move on to the story section.

Teacher says:

Read number 2.

Who will know God?

Who did God send?

Whose family was the Promised King from?

If the student is struggling with number 2, move to the story section.



1. God created everything. He created one man and one woman. In the garden, the man and the woman walked and talked with God.
2. God said, "I love you and will save you. Everyone will know me, and I will forgive you and forget all of the bad things you did." Many years later, God sent Jesus. He was the Promised King from David's family.



### Storying

**Purpose:** To determine a student's level of fluency when speaking.

Teacher says:

Do you know what a story is?

Tell me your favorite story.

### 6. Conclusion

**Purpose:** To close the interview and answer any questions the student may have about the class.

Teacher says:

Thank you for talking to me.

Do you have any questions  
about our class?