

**Teacher's Notes:**

**Bible Reading:** God is our father - Matthew 6:9, John 4:14

**Theme:** Basic needs

**Pronunciation:** /A/ and /b/

**Grammar:** I need...

**Preparation:**

- Pray
- Read Matthew 6:9, John 4:14
- Preview slides and song
- Optional: Bring bottled water, food, forks, spoons. Preview videos of the Bible verses (if you wish to show them) at <https://live.bible.is/>



## Pray, Review, and Preview

**Bible Reading:** God is our Father - [Matthew 6:9](#), [John 4:14](#)

**Theme:** Basic needs

**Pronunciation:** /A/ and /b/

**Grammar:** I need...

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### Pray

Pray for the class. You may want to thank the Lord for being our Father.

### Check Homework and Review

Ask students to read aloud or recite their homework from the last class. Check written work. Be sure they have read Matthew 6:9 and John 4:14 in their native languages in preparation for the lesson. The hyperlinks of the Bible verses will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses and watch the videos, if you wish.

Review the main points of the previous lesson and ask if there are any questions.



## What do you see?



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### 1A. Discuss Theme Picture

- Ask “What do you see in this picture?” and “What else?” to elicit vocabulary they already know.
- Repeat and write their words or show the words on the next slide.

Answers may include: bottle, water, drink, eat, fork, spoon, plate, glass, cup, table, chair, people, food, etc.

More advanced students can be encouraged to make complete sentences:

They eat at the table.

What do you see?

1. spoon

2. fork

3. table

4. bottle

5. water

6. food

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### 1B. Show Words for Theme Picture

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

These words can be studied for homework.

Practice of vocabulary begins with the following slide.

**Listen and repeat.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			
water*	to help	food*	a table
	Please help.		tables





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## 2A. Vocabulary

**\*Note:** Food and Water and Bread are non-count nouns and are not usually used in the plural form. They are used with a singular verb and preceded by "some" instead of "a" in the indefinite form. They are often used with containers or measurements: Two bottles of water, Three plates of food, etc.

1. **Say the new words in a simple sentence: "This is water."** several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word and the article that goes with it several times**, as you indicate the object. For example, say: *water, water, water*. Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "This is water."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Where's the food? Is this a table?*

**Listen and repeat.**


<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
			
to drink	to eat	a spoon	a fork
I drink water.	We eat food.	spoons	forks

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## 2B. Vocabulary

- 1. Say the new words in a simple sentence: "This is a fork."** several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
- 2. Say the word and the article that goes with it several times**, as you indicate the object. For example, say: *a fork, a fork, a fork*. Have your students then repeat the word after you several times.
- 3. Say the word in the same sentence again.** Have students repeat after you each time, "This is a fork."
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Where's the spoon? Is this to drink?*

**Listen and repeat.**

<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
			
a bathroom	a bottle	a ball	bread*
bathrooms	bottles	balls	

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## 2C. Vocabulary

**\*Note:** Food and Water and Bread are non-count nouns and are not usually used in the plural form. They are used with a singular verb and preceded by "some" instead of "a" in the indefinite form. They are often used with containers or measurements: Four loaves of bread, etc.

1. **Say the new words in a simple sentence:** "This is a **bathroom.**" several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *a bathroom, a bathroom, a bathroom.* Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "This is a bathroom."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Where's the ball? Is this a bottle?*



## Listen and repeat.

Question		Answer
How <b>are</b>	you?	Fine.
How <b>is</b>	he? she? it?	Fine.

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### 2A. Grammar

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

Note: **Fine** or **Good** are common responses to the question, **How are you?**



## Listen and repeat.

I need \_\_\_\_\_.

Pronoun		
I	need	some water.
You	need	some food.
He/She/It	needs	a bathroom.
You/We/They	need	help.

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### 2B. Grammar

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



## Listen and repeat.

A: Hello, **Jane**! How are you?

B: **I need help. I need water**, please.

A: Yes, of course! Here is **a bottle of water**.

B: Thank you.



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### 3A. Conversation 1:

**1. Model: Say both parts of the conversation several times.**

Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. **Students are to watch and listen.**

**2. Repeat: Say one line at a time and have students repeat until they can be understood.**

**3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).

4. Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).



## Listen and repeat.

A: Hi **Bob**. Are you OK? What do you need?

B: I need **some food**.

A: Well, let's go **to eat**.

B: Yes, let's go!



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### 3B. Conversation 2

1. **Model: Say both parts of the conversation several times.** Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role play the parts to convey the meaning of the conversation. **Students are to watch and listen.**
2. **Repeat: Say one line at a time and have students repeat until they can be understood.**
3. **Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).
4. Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).



## Listen and repeat.

1. /A/	2. /b/	3. Challenge
table	bye	
name	bottle	
OK	bathroom	
play	ball	
8	Bible	

- A. OK, I need 8 bottles.  
B. The Bible is on the table.






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### 4A. Pronunciation- Sound and Spelling

- 1. Model:** Say the sound several times while pointing to it. (For example, point to the **b** and say /b/ /b/ /b/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/b/ bye, bottle, bathroom, ball, Bob). Students just watch and listen.
- 2. Repeat:** Say the sound and each word several times, having students repeat each time after you in unison. Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom. Then read the two sentences.
- 3. Solo:** Call on individuals to say a sound and its word group. Give lots of praise.
- 4. Challenge:** Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.



## Listen and repeat.

A 	B  	C  
food	water	I need
bad	bottle	hello
ball	table	goodbye
fork	never	let's go
bread	thirsty	repeat

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### 4B. Hum and clap the stress.

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

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

- 1. Model:** Hum and then say each word in the group several times. Students listen.
- 2. Repeat:** students repeat words after you in unison.
- 3. Solo:** call on individuals to read the entire group of words.



## God is our Father

### [Matthew 6:9](#)

So this is how you should pray:  
"Our Father in heaven, we pray  
that your name will always be kept  
holy."



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### 5A. Bible Reading

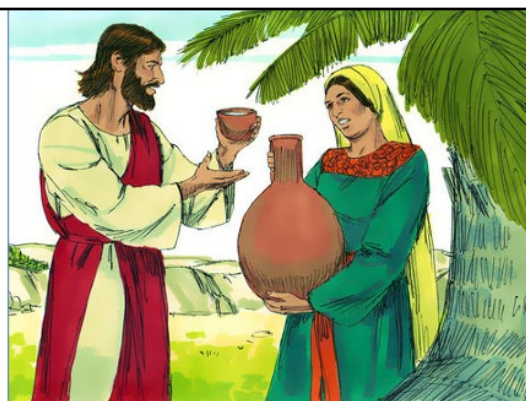
Students must read this verse in their native language, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand. The hyperlink of the Bible verse will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verse and watch the video, if you wish.

- A. Read the verse out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud the verse.
- D. Ask if there are any questions or comments about the verse. The picture is Jesus praying to his father, God.
- E. You may also ask simple questions: Who is in the picture? Who is our father?



But anyone who drinks the water  
I give will never be thirsty  
again...

[John 4:14 ERV](https://live.bible.is/)



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## 5B. Bible Reading

Students must read this verse in their native language, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand. The hyperlink of the Bible verse will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verse and watch the video, if you wish.

- A. Read the verse out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud the verse.
- D. Ask if there are any questions or comments about the verse.
- E. You may also ask simple questions if student's ability permits:  
Who is in the picture? Who can drink the water Jesus gives?



Listen and write one word per line.

1.
2.
3.
4.
5.
6.
7.

OK  
bottle  
bad  
bathroom  
name  
table  
ball

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## 6A Activities - Dictation of sound/spelling words

Read the words with a sample sentence and have students write just one word for each line. Check spelling.

For more advanced students, you can hide the sample word bank.

1. name, name (What is your name?) name
2. bottle, bottle (Here is a bottle of water.) bottle
3. OK, OK (I'm OK.) OK
4. table, table (The fork is on the table.) table
5. bathroom, bathroom (He is in the bathroom.) bathroom
6. ball, ball (Let's play with a ball.) ball
7. bad, bad (The food is bad.) bad



## 6B. Activities

Students will answer the question with complete sentences.

Their answers may vary.

1. He needs to drink. Or He needs water.
2. He needs food. Or He needs to eat.
3. He needs a bathroom.
4. She needs help.
5. She needs help.



## Song - Living Water

I need water.  
And I need food.  
I need his help  
And I know you do, too. (2X)

Jesus is the Living Water.  
Jesus is the Bread of Life.  
Jesus loves us and he helps us.  
He gives us eternal life.

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### 7. Song

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

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

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

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



## 1 & 2 Homework

1. Read the next lesson's Bible verses: [Psalm 116:5](#) and [Psalm 147:1](#) in your language.

2. Write 6 new words.

A. Need

B.

C.

D.

E.

F.

G.

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

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

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

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

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

 <b>3. Write the words for each picture.</b>					
1 	2 	3 	4 	5 	6 
water					
7 	8 	9 	10 	11 	12 

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### Homework 3 – Write the vocabulary words with the pictures

This homework practices writing. Number one is an example.

1. water
2. to help, Please help.
3. food
4. a table, tables
5. to drink, I drink water.
6. to eat, We eat food.
7. a spoon, spoons
8. a fork, forks
9. a bathroom, bathrooms
10. a bottle, bottles
11. a ball, balls
12. bread



## 4. Write and say the sentences

A. Hello, my name is Bob.	
B. Let's play ball.	
C. Goodbye, Jane.	
D. The food is on the table.	
E. She is in the bathroom.	

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

This homework practices writing, spelling and pronouncing the /A/ and /b/ sounds.



## 5. Homework

Write the Bible verses.

1. So this is how you should pray: "Our Father in heaven, we pray that your name will always be kept holy."  
(Matthew 6:9 ERV)
  
2. But anyone who drinks the water I give will never be thirsty again... (John 4:14, ERV)

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### **Homework 5 – Bible Story Review**

Copy the Bible verses from the lesson.

## 6. Homework – Choose 1 Verse to Memorize

**A**

So this is how you should pray: "Our Father in heaven, we pray that your name will always be kept holy." (Matthew 6:9 ERV)

**B**

But anyone who drinks the water I give will never be thirsty again... (John 4:14, ERV)

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### Homework 6 – Memorize a Verse

Learners get to choose A, B, to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

1. **Model.** Recite a verse from memory.
2. **Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.
3. **Solo.** Students will recite the verse from memory at the next class.

## 7. Homework

**need**

**needs**

- A. I \_\_\_\_\_ water.
- B. They \_\_\_\_\_ food.
- C. He \_\_\_\_\_ help.
- D. We \_\_\_\_\_ love.
- E. It \_\_\_\_\_ a name.
- F. She \_\_\_\_\_ a spoon.



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### Homework 7 – Grammar Review

1. Use the words provided to fill in the blanks. To model, write "I need water."

#### Answers:

- A. need
- B. need
- C. needs
- D. need
- E. needs
- F. needs



## 8. Homework - Memorize and practice with a friend.

A: Hey! How are you doing?

B: **I need help. I need water**, please.

A: Yes, of course! Here is a **bottle of water!**

B: Thank you.

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### **Homework 8 – Everyday Reading and Writing.**

Memorize the conversation and practice with a partner. Students may substitute the words in blue with their own words.



## 9. Homework- Write your answers

List the things you need now.

1. I need water.
2. I need \_\_\_\_\_.
3. I need \_\_\_\_\_.
4. I need \_\_\_\_\_.
5. I need \_\_\_\_\_.



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### Homework 9 – Writing about theme or Bible Story

**Model.** Example - I need water. Answers will vary.



## 10. Homework - Now I Can...

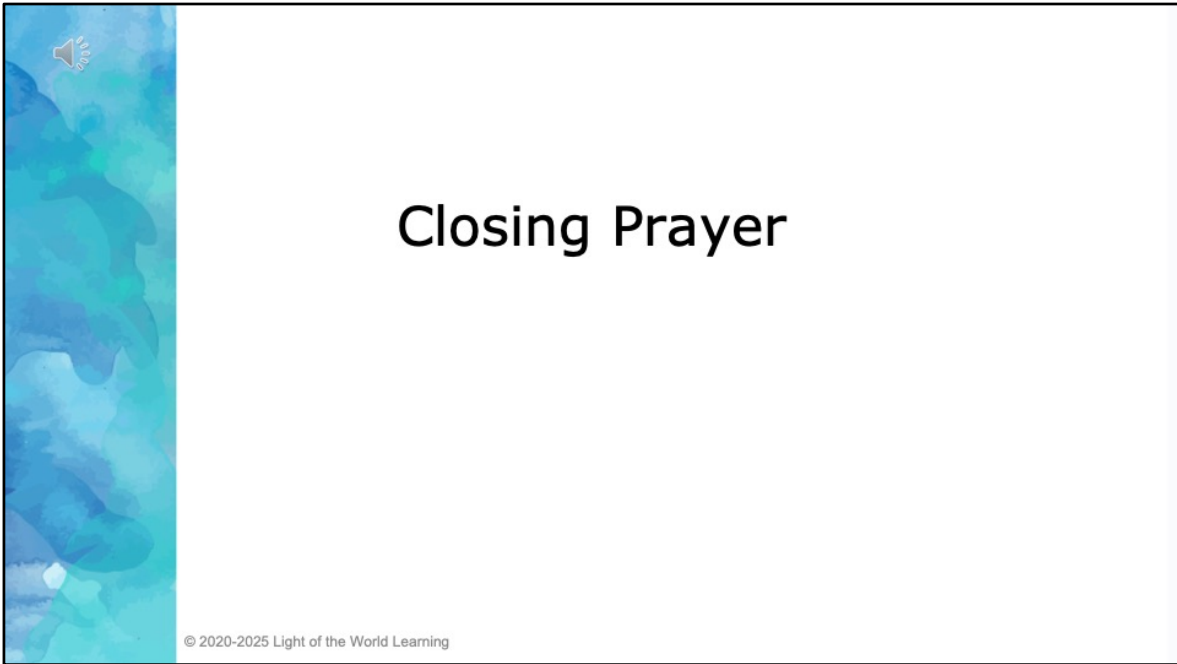
- I can say the things I need.
- I can understand, say, read, and write the 12 vocabulary words.
- I can ask "How are you?" and reply "Fine."
- I understand that God is our father.

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### **Homework 10 – I can statements**

The student must be able to achieve all of these skills before the next lesson. If not, the lesson can be repeated or additional practice materials (see notes on slide 1) can be used.

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!



## Pray

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

## **Help us share the Light of the World!**

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

For more information, visit [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)



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## Appendix



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

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